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ABSTRACT

The purpose of this guidebook is to assist individuals to create a personalized, streamlined lifestyle through self-study. The material can be used either as a self-instructional manual or as an instructor's guide. The term omniology, coined to describe on-going, general lifetime learning by those who have "dreams in life and pursue those dreams," is defined along with other terms used in this manual. Ten two-week cycles of instruction and six activity topics are introduced as the core of the omniology course: (1) goals; (2) records; (3) possessions; (4) chores; (5) attitudes; (6) education/career; (7) "weird people" (people with diverse backgrounds); (8) recreation; (9) mind peers; (10) growth; (11) imagination; (12) competence; (13) sharing; (14) experiences; (15) discussion; and (16) evaluation. For each cycle, the student is expected to compile, in a notebook, responses to suggested activities and tasks. These activities involve self care skills, community participation, acceptance of others, and exploring feelings and beliefs about self and others. Suggestions for course organization are given for individual as well as for group instruction. Supplementary materials include further activities, explanatory notes to administrators about the course and to the course instructor about the course philosophy, and a section on student evaluation. (FG)

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OMNIOLOGY: THE STUDY OF EVERYTHING

A GUIDE FOR PERSONAL GROWTH AND LIFESTYLING

AND

A COMPENDIUM OF PROCEDURES, ACTIVITIES, IDEAS, AND REFERENCES, FOR PARENTS, TEACHERS, COUNSELORS, THERAPISTS, PREFECTS, DEMONSTRATORS, AND KIDS.

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ACKNOWLEDGEMENTS

This course is dedicated to my parents, the two best Omniology Instructors that ever lived.

And, as promised, a special dedication is here included to the members of my first official Omniology course:

The Olders
- Diane Carlson
- Diane Fairns
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This course was developed through the co-operation of hundreds of people, of all ages, from all over the country and the world, who were kind enough to answer my questions, open enough to help me try out my ideas, and strong enough to express their opinions for the potential benefit of others. May it serve the purpose.

Special thanks to Jim Casey, Bob O'Mara, the staff and kids at Lincoln Hall, Mr. and Mrs. Bross and the students at Lambscroft, Ed Douglas, Lynn Register at Common Sense, Brooks Carder and the residents at Synanon, Jerry Robbins, Peter Fagen, Jerry Sullivan, and the kids at Unity Project, Vic Pawlak, Nancy Gray, and the staff at the Do It Now Foundation, the Putnam County Courier and the Patent Trader, Joe Renzulli and the Creative Learning Press, Larry Carr and all the kids at Mahopac Junior High School, and all my friends who never once suggested that I give up.

*** IMPORTANT NOTICE ***

- THIS MANUAL HAS BEEN PROCESSED TO BE USED, AS IS, FOR REFERENCE OR TO BE TAKEN APART AND REARRANGED AS DESIRED BY THE OMNIOLOGY STUDENT OR INSTRUCTOR.

- THE FOLLOWING PAGE GIVES A LIST OF CONTENTS OF THE MANUAL AS IT IS, AS IT WOULD BE REARRANGED TO BE GIVEN OUT TO STUDENTS, AND AS IT WOULD BE UPON COMPLETION OF THE COURSE BY A CLASS OR BY AN INDIVIDUAL.

- IN ORDER TO PLACE THESE MATERIALS IN A THREE-RING, LOOSE-LEAF NOTEBOOK SIMPLY REMOVE THE PLASTIC GBC BINDING AND PLACE THE ENTIRE PACKET, AS IS, INTO YOUR OWN NOTEBOOK. THIS WILL ENABLE YOU TO ADD YOUR OWN INFORMATION PAGES AS YOU PROCEED THROUGH THE COURSE. AS YOU COME ACROSS DIRECTIONS TO CHANGE THE PAGE ORDERS, SIMPLY REARRANGE THE PAGES IN YOUR LOOSE-LEAF. THE NUMBERS AT THE BOTTOMS OF THE PAGES WILL GIVE YOU YOUR FINAL ORDER.

- AN INSTRUCTOR WHO WISHES TO FOLLOW THE TEACHING PLAN OUTLINED IN THE SUPPLEMENTAL MATERIALS SECTION, PAGES SM 1 - 3, SHOULD FOLLOW THE FOLLOWING PROCEDURE:

    - REMOVE THE GBC BINDING AND PLACE ALL MATERIALS IN A NOTEBOOK.

    - USE A DIVIDER PAGE TO SEPARATE THE SUPPLEMENTAL MATERIALS (SM 1-59) SECTION FROM THE COURSE MATERIALS.

    - STUDY THE TEACHING PLAN ON PAGES SM 1-3

    - REMOVE THE COURSE MATERIALS, PAGES 1-67, SIDE NUMBERED, AND REARRANGE THEM TO FOLLOW THE NUMBERS AT THE TOPS OF THE PAGES.

    - HAVE THESE PAGES REPRODUCED FOR ALL THE STUDENTS IN THE COURSE. (NOTE: YOU MAY WANT TO OMIT SOME OF THE MATERIALS WITH DECIMAL NUMBERS, i.e., 25.1, 25.2, IN ORDER TO HAVE STUDENT CREATE SOME OF THESE MATERIALS THEMSELVES.)

    - STORE OR FILE THESE REPRODUCED PAGES AND GIVE THEM OUT TO STUDENTS AS REQUIRED BY THE TEACHING PLAN.

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NOTE: THE VARIOUS PARTS OF THE OMNIOLOGY CURRICULUM MAY BE MIXED AND MATCHED AND USED IN A WIDE VARIETY OF SETTINGS. INSTRUCTORS AND STUDENTS SHOULD FEEL FREE TO EXPERIMENT, TO REARRANGE, COMBINE, ADD, AND DELETE TO FIT A PERSONAL LIFESTYLE. WHEN TOTALLY CONFUSED, IT IS POSSIBLE TO USE THE SIDE NUMBERS AND START ALL OVER. OR JUST THROW THE WHOLE THING OUT!

INTRODUCTION

This is a do-it-yourself survival course. Its primary purpose is to assist the individual in sorting out the trivia of life in order to create a personalized, streamlined lifestyle, with time to meet obligations and with space for recreation and growth.

The goal of the Omniology student is to develop a lifestyle in which he can meet all of his obligations efficiently and still have time to play and to pursue his dreams. The Omniology course is a framework for organizing a lifestyle. It is a structure into which each must place the content that he decides is most valuable.

By using the series of instructions on the following pages along with the cover sheets and activities, the student, either by himself or with a class or group, will place the course materials into a loose-leaf (1 notebook to create his own textbook for the "course". He will then proceed to write his own textbook by including in the notebook, readings, notes, records, information, etc. that he finds valuable. As he does so, he will be organizing his life, first on paper, and then, gradually, in his actual daily activities.

Once the student has established the lifestyle that is best for him, he can go through the cycles again, adding and discarding, revising and rearranging, as he grows and changes and as it reflects back to him that growth and new directions for change. His ultimate goal is to become all he is capable of being, completely competent in all he does, but never restless and never bored.

The term "Omniology", which is used throughout the course, was coined by a young man named Harry Galanty, who was featured in an article about Gifted and Talented students, in Today's Education, Jan-Feb, 1976. "Omniology" was Harry's word for on-going, general, lifetime learning, by one "who has dreams in life and pursues those dreams, a person who takes the problems

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INTRODUCTION (Cont'd)

of life and works on them." Omniology, of course, is "the study of everything."

For interested educators, this course was conceived during the years 1971-1978 and was influenced by the following trends in education and society:

> Principles of education from Dewey, Bruner, Piaget, Maslow, Bloom, and the New York State Department of Education, concepts of learning-to-learn, lifetime learning, child-centered learning, values clarification, cognitive, affective and psychomotor domains, the 3 Rs, back-to-basics, behavior modification, career education, human relations training, academic excellence, experiential education, Outward Bound, Outdoor Education, and Initiative Games, rap groups, encounter groups, counseling principles, alternative schools, alternatives to drugs, needs of gifted and talented students, theraputic communities, juvenile detention facilities, communal living, relevance in education, education for competence, recreation education, future studies, world citizenship, travel education, creative problem solving, information retrieval, culture shock., future shock, vocational training, use of leisure time, the search for meaning and Eastern religions, anti-authority attitudes, personal planning skills, communication skills, peer pressure, use of community resources, accountability, competition, co-operation, (2 life skills, reality therapy, modular scheduling, independent study, group skills, suicide prevention, active listening, crisis intervention, etc.

OMNIOLOGY does not replace any of the required courses of the school curriculum. It is a companion course for the interested student who wishes to use his school experience to gain a better perspective on what life can be like after his formal schooling is completed.

Parents, public school teachers and administrators, and any other individuals who are planning to administer this course to someone else, will find valuable materials in the last section of this manual entitled, "Supplemental Materials for Omniology Instructors".

If, however, you are an individual who is planning to use these materials by yourself, for yourself, you can easily follow the plan by following the directions as you go along. If you get confused, check the "Supplemental Materials" section for a Table of Contents for a completed Omniology Notebook, or follow the page numbers at the BOTTOM of each page.

Additional note: Many of these materials grew out of an effort to deal with drug abuse among young people in suburban areas. Also, portions of the research were done in institutions and theraputic communities which have chosen to prepare their clients to survive in middle to uppermiddle class value systems and communities. Instructors working with urban, ghetto, or barrio youngsters may want to preview, and perhaps alter, certain materials with that in mind, especially in Cycles 3 and 4.

HEY KID, HEY LISTEN

Am D
HEY KID, HEY LISTEN, THERE'S JUST ONE THING I'LL TELL YOU
Am E
ONE THING I THINK IT'S WORTH IT TO KNOW
B D
THERE IS NOTHING I CAN TELL YOU THAT IS TRUE FOR YOU
G B A
EXCEPT BY LIVING IT YOU PROVE IT SO
G D C A
OR BY LIVING IT YOU MAKE IT SO.

WHEN I WAS YOUR AGE I WAS NEVER YOUR AGE
AND WE'LL NEVER BE AS OLD AS "I AM"
IT'S ALL IN WHAT YOU DO AND WHAT YOU ARE AND WHAT YOU KNOW
I'M GOING TO LEARN FROM YOU WHATEVER I CAN
AND YOU CAN LEARN FROM ME WHATEVER YOU CAN.

F C
AND IF SOMEONE SEES IN ME WHAT I'VE SEEN IN YOU
G C
AND WANTS TO BE WHAT WE BECAME
E C Am
NO MATTER WHAT THEY DO WHAT THEY TAKE FROM ME OR YOU
Am E Am
NONE OF US WILL EVER BE THE SAME
Em E Am
NONE OF US CAN EVER BE THE SAME.

IF YOU ASK ME THEN I'LL TELL YOU WHERE I HAVE BEEN
LIKE I'VE ASKED A MILLION OTHERS BEFORE
IF YOU CAN USE WHAT I KNOW, FEEL FREE TO TAKE IT AND GO
'CAUSE EVERY DAY I GET A LITTLE BIT MORE
EVERY DAY I LEARN A LITTLE BIT MORE.

HEY KID, HEY LISTEN THERE'S JUST ONE THING I'LL TELL YOU
AND YOU MAY FIND THIS JUST ISN'T SO-
THERE IS NOTHING I CAN TELL YOU THAT IS TRUE FOR YOU
CAUSE WHAT YOU LIVE IS ALL YOU CAN KNOW
AND WHAT I LIVE IS ALL I KNOW.

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July, 1974

OMNIOLOGICAL JARGON

1. OMNIOLOGY - THE STUDY OF EVERYTHING FOR PEOPLE WHO REALIZE THAT THEY MUST BECOME STUDENTS OF EVERYTHING.

2. OI - THE OMNIOLOGY INSTRUCTOR, WHO IS ALSO A STUDENT OF EVERYTHING AND WHO ENDEAVORS TO ENCOURAGE OTHERS TO BE STUDENTS OF EVERYTHING. THIS MAY BE A PARENT, TEACHER, [illegible], [illegible],

3. CYCLES - PERIODS OF TWO WEEKS, OR TEN "WORKING DAYS", IN AN OMNIOLOGY COURSE. THE DAYS OF THE CYCLE ARE LETTERED A THROUGH J, WITH SPECIAL ACTIVITIES DESIGNATED FOR EACH DAY.

4. CYCLE THEMES- THE TEN TOPICS WHICH EVERY OMNIOLOGY STUDENT SHOULD BE FAMILIAR WITH. THEY ARE THE BASIC CHORES OF AN EFFECTIVE LIFESTYLE. ONE TOPIC, OR THEME, IS STUDIED IN DEPTH DURING EACH TWO-WEEK CYCLE.

5. LETTER DAYS - THE DAYS OF THE CYCLE THAT ARE LETTERED A,D,E,F,I, AND J. THESE DAYS HAVE SPECIAL ACTIVITIES ASSIGNED TO THEM AND ARE USED TO EXPLORE STUDENT INTERESTS, DEVELOP SKILLS, AND BUILD IN CERTAIN QUALITIES TO THE OMNIOLOGICAL LIFESTYLE.

6. MMT - THE MARVELOUS MYSTERY TRIP EXERCISES THAT HELP A STUDENT THINK THROUGH THE "PATH" OF HIS LIFE OVER TIME, ENCOURAGE THE STUDENT TO GET STARTED ON DEVELOPING GIFTS, AND PROVIDE FOOD FOR THOUGHT ABOUT THE DIFFICULTIES AND REWARDS OF DISCOVERING ONE'S UNIQUE PLACE IN TIME AND SPACE. (4

7. COVER SHEETS - THE INTRODUCTORY PAGE FOR EACH CYCLE THEME AND LETTER DAY WHICH INTRODUCES THE STUDENT TO THE CHORES OR ACTIVITIES TO BE DEALT WITH UNDER THAT HEADING.

8. BASIC TASKS - THE BASIC TASKS WHICH A STUDENT SHOULD COMPLETE TO FEEL COMPETENT IN EACH CYCLE OR LETTER DAY SECTION.

9. CLASS ACTIVITIES- SUGGESTED ACTIVITIES, INCLUDED IN THE SUPPLEMENTARY MATERIALS FOR OMNIOLOGY INSTRUCTORS, WHICH MIGHT BE USED BY STUDENTS WORKING IN THE PROGRAM FOR A LONGER PERIOD OF TIME. THESE MAY BE DONE IN ADDITION TO, OR IN PLACE OF, THE BASIC TASKS, DEPENDING ON THE AGE OF THE STUDENTS AND THE DECISION OF THE OI.

(NEXT PAGE)

JARGON (Cont'd)

10. J DAY EVALUATION - AN ACTIVITY DONE AT THE END OF EACH CYCLE TO ENABLE THE CLASS TO SUMMARIZE WHAT THEY HAVE LEARNED INDIVIDUALL AND AS A GROUP. IN A COURSE CARRYING CREDIT THE OI WILL USE THIS AS A MEANS OF DETERMINING A STUDENT'S GRADE FOR THE CYCLE. (SEE "STUDENT EVALUATION" AND THE J DAY SECTION)

11. OMNIOLOGY NOTEBOOK - THE FINAL COLLECTION OF MATERIALS THAT A STUDENT WILL POSSESS AT THE END OF THE COURSE. IT SHOULD BE A "TEXTBOOK" THAT THE STUDENT WILL CONTINUE TO REFER TO AS HE PROCEEDS THROUGH THE COURSE OF HIS LIFE. THE OI MIGHT "GRADE" THIS ON THE BASIS OF ORGANIZATION AND STUDENT-INITIATED CONTENT.(SEE J DAY SECTION)

12. CODES - A LIST OF POSSIBLE CRITERIA FOR JUDGING WHETHER A STUDENT IS BEHAVING OMNIOLOGICALLY - IN ACCORDANCE WITH THE ORIGINAL OBJECTIVES OF THE COURSE.(SEE "STUDENT EVALUATION") THE OI MIGHT USE THESE AS A GUIDE IN INCORPORATING NEW MATERIALS INTO THE COURSE.

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STUDENT COVER SHEET

CYCLE 1 - GOALS

AT THE COMPLETION OF THE OMNIOLOGY COURSE, YOU WILL HAVE THE BEGINNINGS OF A COMPREHENSIVE OMNIOLOGY NOTEBOOK. YOU SHOULD BE FAMILIAR WITH THE GENERAL OUTLINE OF THE OMNIOLOGY CURRICULUM AND HAVE BEGUN TO STORE IN YOUR NOTEBOOK INFORMATION THAT IS, OR WILL BE, VALUABLE TO YOU. UNDER EACH OF THE CATEGORIES IN YOUR NOTEBOOK, YOU SHOULD HAVE INFORMATION THAT YOU HAVE GATHERED YOURSELF FROM PARENTS OR GUARDIANS, COURSEMATES, MINDPEERS, AND THE WORLD AROUND YOU.

IN THIS CYCLE YOU WILL BE ORGANIZING YOURSELF. YOU WILL BE ESTABLISHING A NOTEBOOK AND LEARNING THE BASIC CATEGORIES OF THE COURSE. YOU WILL BEGIN TO CONSIDER WHERE YOUR LIFE IS GOING AND WHERE YOU WANT IT TO GO AND BEGIN TO MAKE A PLAN FOR TAKING CARE OF YOUR OBLIGATIONS IN ORDER TO HAVE MORE TIME TO DO THE THINGS YOU WANT TO DO.

THE SYMBOL OF OMNIOLOGY IS MICHELANGELO'S SYMBOL OF EXCELLENCE. YOUR ULTIMATE GOAL IS TO DEVELOP EXCELLENCE IN EVERY ASPECT OF YOUR LIFESTYLE.

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OMNIOLOGY

EXCELLENCE

CYCLE 1 - GOALS - BASIC TASKS

CHORE: CREATE A PLAN FOR TAKING CARE OF THE ROUTINE CHORES AND DETAILS OF DAILY LIFE, SO AS TO HAVE TIME TO MEET OBLIGATIONS AS WELL AS TO DEVELOP GIFTS AND TALENTS AND TO PURSUE DREAMS.

TASKS: _____GATHER THE FOLLOWING MATERIALS: A 3-RING, LOOSE-LEAF NOTEBOOK, A YEAR'S SUPPLY OF LOOSE-LEAF PAPER (100-300 SHEETS), 16 DIVIDER PAGES WITH PLASTIC TABS, A HOLE PUNCH, AND A PEN.

_____PLACE THE DIVIDER PAGES IN THE NOTEBOOK, WITH THE FOLLOWING NUMBERS AND WORDS WRITTEN ON THE TABS:

1.GOALS/MMT*
2.RECORDS
3.POSSESSIONS
4.CHORES
5.ATTITUDES
6.EDUCATION/CAREER
7.WEIRD PEOPLE
8.RECREATION
9.MIND PEERS
10.GROWTH
A. IMAGINATION
D. COMPETENCE
E. SHARING
F. EXPERIENCES
I. DISCUSSION
J. EVALUATION

_____IF YOU ARE IN AN ON-GOING OMNIOLOGY COURSE, YOUR OI WILL DIRECT YOU TO PLACE THE DIVIDER PAGES AND THE COVER SHEETS FOR CYCLES 1-10 AND LETTER DAYS A - J IN YOUR NOTEBOOK. (SUPPLEMENTAL MATERIALS, PAGES SM 1 - SM 3)

_____IF YOU ARE DOING THE COURSE ON YOUR OWN, YOU WILL PLACE THE DIVIDER PAGES IN YOUR NOTEBOOK BEFORE THE COVER SHEETS FOR EACH OF THE CYCLES 1-10 AND THE LETTER DAYS A-J.(THE INTRODUCTORY PAGES 1-5 WILL GO BEFORE YOUR FIRST DIVIDER PAGE AND THE MMT SERIES AND THE SUPPLEMENTAL MATERIALS WILL BE STORED AFTER LETTER DAY J MATERIALS, FOR THE TIME BEING.)

_____IF YOU ARE DOING THE COURSE ON YOUR OWN, THERE ARE DIRECTIONS BUILT INTO THE COURSE MATERIALS WHICH WILL GUIDE YOU THROUGH THEM. IF YOU GET CONFUSED THERE IS A TABLE OF CONTENTS OF A COMPLETED OMNIOLOGY NOTEBOOK ON PAGE SM 7, OR YOU CAN FOLLOW THE PAGE NUMBERS AT THE BOTTOMS OF THE PAGES.

_____PLAN NOW TO MEMORIZE THE CYCLE THEMES AND THE LETTER DAY WORDS AS LISTED ABOVE. THIS WILL ENABLE YOU TO "RUN THROUGH" YOUR OMNIOLOGY CHORES AND SKILL AREAS QUICKLY AND FREQUENTLY.

_____MAKE TIME TO THINK ABOUT WHERE YOUR LIFE IS GOING AND WHERE YOU WANT IT TO GO. THINK ABOUT ALL THE THINGS YOU WILL HAVE TO DO AS AN INDEPENDENT, RESPONSIBLE ADULT AND ALL THE THINGS YOU WILL WANT TO DO TO ENJOY YOUR LIFE TO THE FULLEST.

_____PLAN TO USE YOUR OMNIOLOGY COURSE AND YOUR OMNIOLOGY NOTEBOOK TO HELP YOU PERMANENTLY ORGANIZE YOURSELF SO THAT YOU MIGHT ALWAYS BE ABLE TO FIT IN ALL THE THINGS YOU HAVE TO DO AND STILL HAVE TIME AND ENERGY FOR ALL THE THINGS YOU WANT TO DO.

_____AFTER YOU HAVE SET UP YOUR NOTEBOOK, GO ON TO CYCLE 2, STUDY THE COVER SHEET, COMPLETE THE BASIC TASKS, AND THEN PROCEED ON THROUGH THE ENTIRE OMNIOLOGY COURSE.

_____*IF THIS IS YOUR SECOND TIME THROUGH THE CYCLES, THE MMT SERIES WILL REPLACE YOUR ORGANIZATIONAL TASKS AS YOUR PERMANENT CYCLE 1 CONSIDERATION. ALL MMT WORK WILL BE STORED HERE.

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STUDENT COVER SHEET

CYCLE 2 - RECORDS -

IN THIS SECTION OF YOUR NOTEBOOK YOU WILL BE GATHERING CERTAIN DOCUMENTS AND PACKETS OF INFORMATION WHICH, IF YOU DIDN"T LIVE ON EARTH, OR EVEN IF YOU LIVED ON EARTH ALONE, YOU WOULDN"T NEED. JUST AS INTO EVERY PERFECT CHILDHOOD SOME CHORES MUST FALL, SO WE MUST INCLUDE THIS EXERCISE HERE.

IN CYCLE TWO YOU WILL BECOME AWARE OF, RESPONSIBLE FOR, AND COMPETENT IN HANDLING ALL THE PERSONAL DOCUMENTS, PAPERS, RECORDS, LEGAL MATTERS, ETC., THAT GO WITH BEING AN ADULT CITIZEN. YOU WILL GATHER INFORMATION THAT YOU WOULD NEED IN AN EMERGENCY SO AS TO BE PREPARED FOR ANY SITUATION.

YOU WILL HAVE TO ORGANIZE THE PAPERS YOU NOW HAVE AND DEVISE A SYSTEM FOR KEEPING TRACK OF NEW INFORMATION AS YOU ACQUIRE IT. YOU WILL PLAN TO KEEP EDUCATING YOURSELF ON A REGULAR BASIS AS TO HOW TO FUNCTION MOST EFFICIENTLY IN LIGHT OF CHANGING LAWS, CHANGING TIMES, NEW COMPLEXITIES, AND OLD IRRELEVANCIES. COLLECT HERE ANY ARTICLES, OR INFORMATION YOU FIND.

MANY PEOPLE SPEND MUCH OF THEIR LIVES SEARCHING FOR, WORRYING ABOUT, OR PLANNING TO ORGANIZE THESE THINGS. THE TIME HAS COME, AND THIS IS THE PLACE. YOU SHOULD PLAN TO BUY A FIREPROOF FILE BOX AND STORE IN IT THE ORIGINAL COPIES OF YOUR DOCUMENTS. YOU SHOULD MAKE COPIES OF IMPORTANT PAPERS AND KEEP THESE COPIES,OR A COPY OF THE INFORMATION ON THEM, IN YOUR OMNIOLOGY NOTEBOOK, CYCLE TWO. (8

EVEN IF YOU ARE VERY FAMILIAR WITH YOUR OWN PERSONAL AFFAIRS, IT IS YOUR RESPONSIBILITY, SHOULD YOU DECIDE TO DISCORPORATE (LEAVE EARTH PERMANENTLY) WITHOUT NOTICE, TO DEVISE A SYSTEM OF RECORD-KEEPING THAT CAN BE READILY UNDERSTOOD BY YOUR SPOUSE, PARENTS, CHILDREN, FRIENDS, LAWYER, SOMEBODY!!, WITHOUT (OR IN A STATE OF) GRIEF.THIS IS JUST PLAIN GOOD MANNERS, THESE DAYS. IT MIGHT ALSO BE NICE TO INCLUDE AMONG YOUR DOCUMENTS A STEP-BY-STEP, MOMENT-BY-MOMENT LIST OF THINGS THEY SHOULD DO AFTER HEARING OF YOUR SUDDEN DEPARTURE.

ALSO, AS PART OF YOUR CYCLE TWO RESPONSIBILITIES YOU WILL SEEK TO LEARN AS MUCH AS POSSIBLE ABOUT MANAGING YOUR MONEY. MONEY IS A REALISTIC REFLECTION OF HOW YOU ARE USING YOUR SKILLS AND TALENTS. IT IS IMPORTANT THAT YOU LEARN TO INVEST WISELY THE FRUITS OF YOUR PAST LABORS.

CYCLE 2 - RECORDS - BASIC TASKS

CHORE: GATHER TOGETHER, ORGANIZE, AND FAMILIARIZE YOURSELF WITH, THE CONTENTS OF ALL THE RECORDS AND LEGAL DOCUMENTS THAT PERTAIN TO YOU AND YOUR LIFESTYLE.

TASKS: _____ USING THE IMPORTANT DOCUMENTS INVENTORY, GATHER TOGETHER ALL OF THE DOCUMENTS AND RECORDS THAT YOU NOW HAVE AND FILE THE ORIGINALS IN LABLED ENVELOPES IN A FIREPROOF BOX.

_____ MAKE XEROX COPIES OF YOUR ORIGINAL DOCUMENTS AND THE INFORMATION THEY CONTAIN AND FILE THESE IN SECTION 2 OF YOUR OMNIOLOGY NOTEBOOK OR SOMEWHERE ELSE WHERE THEY CAN BE FOUND QUICKLY AND EASILY.

_____ INFORM YOUR FAMILY, A TRUSTED FRIEND, OR YOUR LAWYER OF THE LOCATION OF YOUR FIREPROOF BOX AND YOUR PAPERS. INCLUDE INSTRUCTIONS AS TO WHAT THEY SHOULD DO UPON HEARING OF YOUR DEATH.

_____ KEEP A RECORD OF EMERGENCY PROCEDURES AND IMPORTANT PHONE NUMBERS IN AN OBVIOUS LOCATION.

_____ COMPILE INFORMATION ON THE FOLLOWING UNDER THE HEADING OF PERSONAL IDENTIFICATION: SOCIAL SECURITY NUMBER AND OFFICE, BIRTH CERTIFICATE INFORMATION AND WHERE TO WRITE FOR A COPY, BAPTISMAL CERTIFICATE INFO AND CHURCH WITH RECORDS, PASSPORT INFORMATION, INTERNATIONAL HEALTH FORM INFO, HEALTH INSURANCE AND LIFE INSURANCE POLICIES AND COMPANIES, LOCATION AND BASIC DATA FROM YOUR VOTER REGISTRATION CARD, HIGH SCHOOL AND COLLEGE DIPLOMAS, PROFESSIONAL CERTIFICATES AND LICENSES, MARRIAGE, SEPARATION, AND DIVORCE PAPERS, MILITARY DISCHARGE PAPERS, YOUR WILL, AND FUNERAL ARRANGEMENTS. (9

_____ CREATE A HEALTH FORM FOR YOURSELF WITH DATES AND NOTES ABOUT CHILDHOOD DISEASES, IMMUNIZATIONS, INTERNATIONAL VACCINATIONS, ALLERGIES, BLOOD TYPE, DATES AND DETAILS OF ACCIDENTS, OPERATIONS, ETC.

_____ CREATE A RECORD OF YOUR FINANCES. LIST ALL INFORMATION ABOUT STOCKS, BONDS, SAVINGS ACCOUNTS, FUNDS, CERTIFICATES, CHECKING ACCOUNTS, CREDIT CARDS, AND CHARGE ACCOUNTS.

_____ DRAW UP A DETAILED BUDGET WITH INCOME, UNAVOIDABLE EXPENSES, REDUCEABLE EXPENSES, AND CREATE A FILING SYSTEM FOR INCOME TAX DEDUCTIONS. START A CALENDAR THAT WILL ENABLE YOU TO PREDICT UPCOMING EXPENSES AND TRACK EXPENSES FROM YEAR TO YEAR.

_____ CREATE A PERSONAL DATA SHEET OF ALL INFORMATION THAT ANYONE COULD POSSIBLY WANT TO KNOW ABOUT YOU. USE IT TO FILL OUT FORMS.

_____ CREATE A BIO-DATA AND RESUME IN YOUR FIELD OF WORK. KEEP IT UP-TO-DATE FOR JOB APPLICATIONS, AND INTERVIEWS.

_____ COMPILE INFORMATION ABOUT YOUR AUTOMOBILE IN CASE OF LOSS OR THEFT. INCLUDE ID NUMBERS OF IMPORTANT PARTS.

_____ COMPILE INFO ON YOUR HOUSE FOR RESALE, EMERGENCY REPAIRS, A LIST OF RELIABLE TRADESMEN, LOCATION OF WATER, SEPTIC, ETC.

CYCLE 2 - BASIC TASKS (Cont'd)

_____TAKE NOTES ON HOW TO MANAGE AND INVEST YOUR MONEY WISELY.

_____COLLECT INFORMATION THAT PERTAINS TO ANY OF THE ABOVE ITEMS THAT MIGHT NOT SEEM IMPORTANT AT THE MOMENT BUT THAT MIGHT BE A HANDY REFERENCE IN THE EVENT OF EMERGENCY OR NEW CIRCUMSTANCES IN YOUR LIFESTYLE.

_____GET A COPY OF SYLVIA PORTER'S MONEY BOOK FOR THE 80s, SOLD IN PAPERBACK IN BOOKSTORES, AND STUDY IT COVER-TO-COVER.

_____LEARN TO HANDLE THE DAILY MAIL QUICKLY AND EFFICIENTLY. DEVELOP A FILING SYSTEM FOR ITEMS THAT ARE PENDING OR THAT CAN'T BE ACTED ON AT THE MOMENT FOR SOME REASON. TRY TO KEEP THIS PILE SMALL AND REVIEW IT OFTEN.

_____PUT TOGETHER A PERSONAL ADDRESS BOOK WITH ADDRESSES AND PHONE NUMBERS OF FAMILY AND PERSONAL FRIENDS. MAKE NOTES OF SPECIAL EVENTS IN THEIR LIVES THAT YOU WILL WANT TO ACKNOWLEDGE.

_____PUT TOGETHER A SECOND ADDRESS BOOK OF PROFESSIONAL CONTACTS AND RESOURCES WITH PHONE NUMBERS AND AVAILABLE INFORMATION FROM THOSE SOURCES.

_____FIND A CALENDAR THAT'S SMALL ENOUGH TO CARRY WITH YOU FOR APPOINTMENTS AND SPECIAL DATES BUT WHICH HAS LARGE ENOUGH SPACES FOR RECORDING NOTES ABOUT UP-COMING EXPENSES DENTAL CHECK-UPS, INSURANCE PAYMENT DATES, AUTO INSPECTIONS, TAXES, ETC. THAT YOU CAN SAVE AND REFER TO FROM YEAR TO YEAR. (10

_____MAKE A COLLECTION OF ANY OF THE FOLLOWING THAT YOU MIGHT HAVE AND FILE IT IN SOME ORDER: AWARDS, NEWSPAPER ARTICLES ABOUT YOU, LETTERS OF COMMENDATION, LETTERS OF RECOMMENDATION, LETTERS OF PRAISE OR APPROVAL FROM ANYONE WHO HAS WORKED WITH YOU THROUGHOUT YOUR LIFETIME, TRANSCRIPTS OF ACADEMIC WORK, SAMPLES OF PROFESSIONAL WORK (PORTFOLIO OF WORK IN YOUR FIELD), MEDALS, TROPHIES, AWARD PINS, ETC.

IMPORTANT DOCUMENTS INVENTORY

WALLET-PURSE

___DRIVER'S LICENSE
___SOCIAL SECURITY CARD
___CREDIT CARDS
___CHECKBOOK
___KEYS
___EMERGENCY NUMBERS
___BIRTH CERTIFICATE (WITH SEAL)

AUTOMOBILE

___AUTO REGISTRATION
___INSURANCE ID
___REGISTRATION STICKER
___INSPECTION STICKER
___LICENSE PLATE

FIRE-PROOF BOX

___ORIGINAL BIRTH CERTIFICATE
___BAPTISMAL CERTIFICATE
___ORIGINAL SOCIAL SECURITY CARD (FORM OAR-7004 REQUEST FOR STATEMENT OF EARNINGS - EVERY 3Y
___PASSPORTS
___INTERNATIONAL HEALTH CARD

___NATURALIZATION PAPERS
___VOTER REGISTRATION CARD
___SERVICE DISCHARGE PAPERS
___SERVICE RECORD

___STOCKS AND BONDS, MUTUAL FUNDS
    ___RECEIPTS FOR PURCHASE AND SALE
    ___BROKERAGE FIRM STATEMENTS
    ___NAME AND NUMBER OF STOCK BROKER
___REAL ESTATE
___PENSION ACCOUNTS

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___KEY AND LIST OF CONTENTS OF SAFE DEPOSIT BOXES
___SAVINGS ACCOUNT BOOKS
___OLD CHECKBOOKS AND RECONCILED STATEMENTS

___DIPLOMAS AND TRANSCRIPTS
___PROFESSIONAL CERTIFICATES AND LICENSES .

___LIFE INSURANCE POLICY
___CORRESPONDENCE ON POLICIES
___HEALTH INSURANCE POLICY
___FAMILY HEALTH REDORDS
___NAMES AND NUMBERS OF AGENTS
___COVERAGE BOOKLETS

___AUTO TITLE
___AUTO INSURANCE POLICY
___REPAIR AND MAINTENANCE RECORDS

___DEEDS TO HOUSE
___SURVEY OF PROPERTY
___PROPERTY TAX RECORDS
___LEASES OR MORTGAGE PAPERS
___HOMEOWNERS INSURANCE POLICY
___MAP OF MAJOR SWITCHES, VALES, LINES, FIELDS ETC.

IMPORTANT DOCUMENTS INVENTORY (CONT'D)

___PERSONAL PROPERTY INVENTORY
___SERIAL NUMBERS OF POSSESSIONS
___BILLS OF SALE FOR MAJOR PURCHASES AND RECEIPTS AND WARANTEES,(1 YEAR)
___LOAN AGREEMENTS AND PAYMENT RECORDS

___INCOME TAX RECORDS AND RETURNS(6 YEARS)
___PROOF OF DEDUCTIONS TAKEN
___CANCELLED CHECKS AND DEPOSIT SLIPS , AND BANK STATEMENTS (6 YEARS)
___PAYROLL STATEMENTS AND INCOME RECORDS
___NAMES AND NUMBERS OF ACCOUNTANTS AND TAX PREPARERS

___MARRIAGE LICENSE
___DIVORCE AND SEPARATION PAPERS

___SECURITIES, GUARANTEES, EMPLOYMENT RECORDS AND BENEFITS,
PROFIT SHARING PLANS

___COPY OF WILL AND NOTE AS TO WHERE ORIGINAL CAN BE FOUND
___FUNERAL AND BURIAL ARRANGEMENTS
___DEEDS TO CEMETARY PLOT
___NAME AND NUMBER OF LAWYER

___EMERGENCY PHONE NUMBERS AND INFORMATION
___ADDRESSES AND PHONE NUMBERS OF FAMILY AND FRIENDS
___CALENDAR OF IMPORTANT EVENTS, OBLIGATIONS, AND DEADLINES
___PERSONAL ACHIEVEMENTS RECORD, BIO-DATA, RESUME
___LIST OF PLACES YOU HAVE LIVED AND WORKED AND GONE TO SCHOOL, INCLUDE DATES

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STUDENT COVER SHEET

CYCLE 3 - POSSESSIONS

IN THIS CYCLE YOU WILL LOOK AT POSSESSIONS, THOSE YOU HAVE, THOSE YOU WANT, AND THOSE YOU'RE STUCK WITH. IN THIS CYCLE, YOU WILL TAKE A LOOK AT EVERYTING YOU OWN, GET RID OF WHAT YOU DON'T NEED, ORGANIZE WHAT YOU HAVE, AND SEE WHAT THINGS YOU'RE MISSING. YOU WILL TRY TO SCALE DOWN YOUR POSSESSIONS TO ONLY WHAT YOU CAN HANDLE EASILY,SO AS TO MAKE THE BEST USE OF YOUR TIME AND ENERGY.

YOU SHOULD CONSIDER WHAT YOU HAVE IN THE WAY OF CLOTHING, PERSONAL CARE ITEMS, TOOLS, "TOYS", TREASURES, AND ITEMS YOU'LL NEED FOR SETTING UP A PERMANENT RESIDENCE. YOU SHOULD DETERMINE EXACTLY WHAT YOU WILL NEED IN ORDER TO LIVE A COMPLETE, WELL-ROUNDED LIFESTYLE SO THAT YOU'RE READY FOR ANYTHING, WITHOUT OVERDOING IT.

YOU WILL BE ASKED TO THINK ABOUT DEVELOPING A PHILOSOPHY ABOUT MATERIAL POSSESSIONS AND TO EXPLORE OTHER PEOPLE'S PHILOSOPHIES ABOUT CONTROLLING THE NUMBER OF THEIR PERSONAL BELONGINGS. YOU WILL THINK ABOUT HOW YOUR POSSESSIONS REFLECT YOUR VALUE SYSTEM AND WHAT YOU ACTUALLY CHERISH IN LIFE. (13

ON THE PRACTICAL SIDE, YOU WILL BE MAKING A PERMANENT RECORD OF YOUR MAJOR POSSESSIONS FOR INSURANCE PURPOSES. YOU WILL CREATE A LIST OF GIFT ITEMS THAT WOULD BE USEFUL FOR WEDDING GIFTS, BABY GIFTS, AND NEW APARTMENT GIFTS. AND YOU WILL BEGIN TO COLLECT INFORMATION AND TIPS ON PURCHASING, CARING FOR, REPAIRING, AND REPLACING POSSESSIONS.

YOU WILL BEGIN TO THINK ABOUT THE THINGS YOU WILL WANT TO HAVE IN LIFE THAT WILL REQUIRE A BIG EXPENDITURE AND A LONG_TIME SAVINGS PLAN. YOU WILL BE ASKED TO THINK ABOUT THE VALUE OF "SAVING UP" FOR THINGS AS OPPOSED TO GETTING THINGS AS SOON AS YOU DECIDE YOU WANT THEM, AND THE CONCEPT OF BUYING ON CREDIT WHEN YOU FEEL YOU NEED SOMETHING IN A HURRY.

FINALLY YOU WILL BEGIN TO THINK ABOUT THE ROLE OF "SHOPPING" IN YOUR LIFESTYLE. YOU WILL LOOK AT HOW OFTEN YOU SHOP AND FOR WHAT REASONS. YOU WILL DECIDE WHETHER THERE IS A PLAN TO YOUR SHOPPING AND YOUR EXPENDITURES, WHETHER SHOPPING IS A RECREATIONAL PURSUIT, AND WHETHER YOU MIGHT BE SPENDING MORE MONEY THAN YOU NEED TO BECAUSE YOU'RE "GOING SHOPPING" TOO OFTEN OR NOT OFTEN ENOUGH.

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CYCLE 3 - POSSESSIONS - BASIC TASKS

CHORE: SCALE DOWN YOUR PERSONAL CLOTHING AND POSSESSIONS TO ONLY WHAT YOU CAN HANDLE EASILY BY YOURSELF. GET RID OF WHAT YOU DON'T NEED. ORGANIZE AND LEARN TO CARE FOR WHAT YOU HAVE, AND DETERMINE WHAT THINGS YOU REALLY NEED TO ACQUIRE.

TASKS:

_____ USING THE BASIC CLOTHING INVENTORY AS A REFERENCE POINT, CUT DOWN AND BUILD UP YOUR WARDROBE TO CONFORM TO YOUR LIFESTYLE. TRY TO GET ALONG ON AS LITTLE AS POSSIBLE BUT BE READY FOR ANYTHING. AVOID ACCUMULATING EXPENSIVE EXTRAS.

_____ USING THE OMNIOLOGICAL GIFT PACKETS SHEETS FOR REFERENCE ONLY, INVENTORY ALL YOUR POSSESSIONS. INCLUDE PERSONAL CARE ITEMS, TOOLS, "TOYS", TREASURES, AND ANYTHING YOU WOULD NEED TO SET UP A PERMANENT RESIDENCE ON YOUR OWN. DETERMINE WHAT ITEMS ARE ESSENTIAL TO YOUR LIFESTYLE, BEGIN TO COLLECT WHAT YOU DON'T HAVE, AND GET RID OF WHAT YOU DON'T NEED.

_____ AFTER YOU COMPILE YOUR OWN LIST OF ESSENTIAL POSSESSIONS, USE IT TO SELECT GIFTS FOR WEDDINGS, SHOWERS, BABY GIFTS, OFF-TO-COLLEGE GIFTS, FIRST APARTMENT GIFTS, AND PRACTICAL GIFTS FOR CHILDREN WHO WANT TO BE MORE "GROWN-UP". (14

_____ GO THROUGH EVERY INCH OF YOUR LIVING SPACE AND BE SURE THAT EVERY SINGLE ITEM IS THERE FOR A REASON (SENTIMENTAL REASONS ARE COMPLETELY ACCEPTABLE!) MAKE "DEGLUTTING" A REGULAR PART OF YOUR CHORES. GET RID OF UNNECESSARY, UNUSEABLE, UNREPAIRABLE, AND OUTGROWN POSSESSIONS ON A REGULAR BASIS.

_____ FIND CHARITABLE ORGANIZATIONS THAT WILL ACCEPT YOUR CAST-OFFS. THIS CAN BE A TAX DEDUCTION OR SIMPLY A NICE AND ECOLOGICALLY-MINDED THING TO DO.

_____ MAKE A CAREFUL LIST OF ALL YOUR MAJOR POSSESSIONS FOR YOUR RECORDS IN CASE OF THEFT, DAMAGE, OR LOSS IN SOME WAY. PUT DOWN DESCRIPTION, COST, DATE AND PLACE OF PURCHASE, SERIAL NUMBERS, IDENTIFYING MARKS, AND INCLUDE A PICTURE OF UNIQUE OR VERY VALUABLE ITEMS. MARK ALL YOUR MAJOR POSSESSIONS WITH SOME ID MARKING. THE POLICE HAVE ETCHING MACHINES AVAILABLE.

_____ COLLECT IN ONE PLACE ALL THE INFORMATION ON REPAIRING AND CARING FOR YOUR MAJOR ITEMS. DIRECTION BOOKLETS, WARANTEES, AND RECEIPTS SHOULD ALL BE KEPT TOGETHER.

_____ THINK ABOUT MAJOR POSSESSIONS THAT YOU WOULD LIKE TO PURCHASE IN THE FUTURE. BEGIN TO COLLECT CONSUMER INFORMATION IN ONE PLACE. LEARN TO COMPARISON SHOP AND TO PLAN FAR ENOUGH AHEAD SO AS TO BE ABLE TO TAKE ADVANTAGE OF SALES AND SPECIAL RATES.

_____ DEVELOP A PHILOSOPHY ABOUT POSSESSIONS AND STUDY HOW OTHER CULTURES DEAL WITH THE PROBLEM OF COLLECTING TOO MANY POSSESSIONS. THINK ABOUT HOW YOUR POSSESSIONS REFLECT YOUR VALUE SYSTEM. BECOME ALERT TO SALES PITCHES AND BE WARY OF "RECREATIONAL SHOPPING" WHEN IT'S OFTEN MORE THAN WINDOW SHOPPING.

BASIC CLOTHING INVENTORY
(ADD AND DELETE FOR PERSONAL LIST)

GIRLS

UNDERWEAR

____WOOL SOCKS -3
____WHITE SOCKS -3
____WHITE FOOTLETS -3
____WHITE UNDERPANTS -8
____WHITE BRAS -8
____HALF SLIPS -2
____PANTYHOSE -6
____DRESS SHIELDS -6
____SANITARY BELT -1

BOYS

____WOOL SOCKS -3
____WHITE SOCKS -8
____COLORED SOCKS -6
____WHITE UNDERPANTS -8
____WHITE UNDERSHIRTS -8
____ATHLETIC SUPPORTER -1

PLAY AND WORK CLOTHES (BOYS AND GIRLS SAME)

____*BLUE JEANS -3
____BLUE CUT-OFFS -2
____BLUE T-SHIRTS (SHORT SLEEVE)-3
____BLUE WORKSHIRTS -3
____FLANNEL SHIRTS -3
____TURTLE-NECK PULLOVERS -3
____BELT -1

____SWIMSUIT -1
____BEACH COVER-UP -1
____RAIN PONCHO -1
____UMBRELLA -1
____SUN HAT -1
____SUNGLASSES -1

____ROBE -2 (SUMMER, WINTER)
____SLEEPWEAR (3 SUMMER, 3 WINTER)
____BATH TOWELS -2
____FACE CLOTH -1
____LAUNDRY BAG -1

____SHEET SACK -1
____SLEEPING BAG -1
____LUGGAGE -1
____DAY PACK-1

____TOOTHBRUSH
____COMB
____RAZOR
____NAIL FILE
____NAIL CLIPPER
____EYEBROW TWEEZER (GIRLS)

____SWEATSHIRT (BLUE) -1
____WINDBREAKER -1
____CPO JACKET -1
____SKI JACKET
____WARM-UP PANTS

____BANDANNA -1
____SKI GLOVES -1
____WOOL SKI HAT -1

____FLIP FLOPS -1
____RUNNING SHOES -1
____WET BOOTS -1
____WORK BOOTS -1
____SNOW BOOTS -1

____TOP SHEET-1
____BOTTOM SHEET-1
____BLANKET -2
____PILLOW -1
____PILLOW CASE-1

____ALARM CLOCK
____HANGARS

(15

*KEEPING ALL PLAY AND WORK CLOTHES THE SAME COLOR FACILITATES LAUNDRY CHORES.

BASIC CLOTHING INVENTORY (CONT'D)

DRESS CLOTHES

GIRLS

____SLACKS
____SKIRTS
____BLOUSES
____SWEATERS
____VESTS & JACKETS
____DRESSES

(ENOUGH OF ABOVE FOR AT LEAST
5 OUTFITS PLUS MIX AND MATCH)

____SPECIAL DRESSES
____SHAWL
____EVENING PURSE
____STRAPLESS BRA
____LONG SLIP

____DRESS SHOES AND BOOTS
____DAY PURSES
____WATCH
____BASIC JEWELRY (NECKLACE, BRACELET,
EARRINGS, RING,
SCARVES)

____CARDIGAN OR PONCHO
____DRESS JACKET-SPRING
____RAINCOAT
____DRESS JACKET - WINTER
____WINTER COAT

____WINTER DRESS GLOVES
____WINTER HAT
____SCARF

BOYS

____SCHOOL SLACKS -5
____LONG SLEEVE SHIRTS -7
____SHORT SLEEVE SHIRTS -2
____SWEATERS - 3
____SUIT (ONE DARK)-2
____BELTS -(match pants)
____TIE AND HANDKERCHIEF

____SUITS (ONE DARK) -2
____DRESS SHIRTS - 2
____TIE AND HANDKERCHIEF

____DRESS SHOES AND BOOTS
____WALLET
____WATCH
____BASIC JEWELRY (NECK CHAIN,
RING, TIE CLIP, BRACELET)

(16
____(WINDBREAKER)
____RAINCOAT (ZIP-OUT LINING)
____(SKI JACKET)
____WINTER COAT - DRESS

____WINTER DRESS GLOVES
____WINTER CAP
____SCARF

OMNIOLOGICAL GIFT PACKETS - 1

*GIRLS *** TRAVEL

PERSONAL HYGIENE

___TOOTHBRUSH***
___TOOTHPASTE***
___DENTAL FLOSS
___MOUTHWASH
___COLLAPSIBLE CUP***

___SHAMPOO***
___CREME RINSE***
___COMB***
___BRUSH
___BLOW DRYER
___HAIR CUTTING

___FACE SOAP***
___* EYEBROW TWEEZER***
___VASELINE
___* FACE CREME
___METAL MIRROR***
___* CURRENT MAKE-UP***

___* SN+B***
___BAND AIDS***
___INSECT REPELL.***
___SUN LOTION***
___NOXZEMA ***
___ALARM CLOCK***

___BODY SOAP***
___WASH CLOTH***
___TOWEL***
___DEODERANT***
___* POWDER***
___PUMICE STONE
___NAIL FILE***
___TOE NAIL CLIPPER***
___RAZOR***
___RAZOR BLADES***
___SHAVING CREAM
___BODY LOTION OR OIL

LAUNDRY

___HANGARS
___LAUNDRY BAG***
___WASH BASIN
___PLASTIC HANGARS***
___PLASTIC CLIPS***

___IRON
___IRONING BOARD

___WOOLITE****
___SPRAY N WASH
___DETERGENT

___PRESSING CLOTH
___DISTILLED WATER

___CLOTHELINE
___CLOTHESPINS
___DRYING RACK
___WASHING MACHINE
___DRYER

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SHOE KIT

___SHOE POLISH (ALL COLORS)
___SHOE BRUSH
___WATER REPELLANT
___SUEDE BRUSH
___SUEDE CLEANER
___RAGS
___SHOE LACES
___SHOE SHINE BOX

SEWING KIT

___NEEDLES
___STRAIGHT PINS
___THREADS (COLORS)
___SMALL SCISSOR
___LARGE SCISSOR
___TAPE MEASURE
___THIMBLE
___HOOKS AND EYES
___SNAPS
___SEWING BOX

___YARD STICK
___CHALK
___SEAM BINDING

___SEWING MACHINE
___BOBBINS

___BUTTONS
___ZIPPERS
___SCRAP BAG

LINENS

___PILLOWS
___BLANKETS
___MATTRESS COVER
___SPREAD
___[illegible]
___SLEEPING BAGS***
___HAMMOCK***
___GROUND CLOTH ***

___TOP SHEETS
___BOTTOM SHEETS
___PILLOW CASES

___BATH TOWELS
___HAND TOWELS
___WASH CLOTHS
___DISH TOWELS
___THROW RUGS
___POT HOLDERS

___SHOWER CURTAIN
___BATH MAT
___RUG AND TOILET COVER SET

___HAMPER

OMNIOLOGICAL GIFT PACKETS-2

CLEANING TOOLS

____GARBAGE PAIL
____WASTEBASKETS
____WASH BASINS

____DUST PAN AND BROOM
____BROOM
____DUST MOP
____WET MOP
____SCRUB BRUSH
____TOILET BOWL BRUSH
____SPONGES
____WHISK BROOM
____VACUUM CLEANER

CLEANSERS

____DISH DETERGENT
____SCOURING PADS
____SCOURING POWDER
____LIQUID CLEANER
____SPRAY DISINFECTANT
____WINDOW CLEANER
____DUST SPRAY
____INSECT SPRAY
____ACID FOR TOILET

PAPER PRODUCTS

___NAPKINS
___PAPER TOWELS
___HANDIWIPES
___TOILET PAPER

___TIN FOIL
___SARAN WRAP
___FREEZER BAGS
___SANDWICH BAGS

___KLEENEX
___SHELVING PAPER
___GARBAGE BAGS

TOOL BOX

____FLASHLIGHT
____BATTERIES
____CANDLES
____MATCHES
____LIGHT BULBS

____HAMMER
____SCREW DRIVERS
____PLIERS
____WRENCH
____TOOL BOX

AUTO

____SNOW TIRES
____JUMPER CABLES
____ROPE
____SNOW SHOVEL
____WINDOW BRUSH AND SCRAPER

____WINDOW CLEANER
____ANTI-FREEZE
____OIL
____WAX

EMERGENCY TRAVEL KIT*****

____SMALL, DENIM, ZIPPER POUCH
____SMALL METAL BOX

____SAFETY PINS
____BOBBY PINS
____SCOTCH TAPE
____THUMB TACKS
____PAPER CLIPS
____RUBBER BANDS
____SHOE LACES
____STAPLER AND STAPLES
____CHALK
____PENCIL SHARPENER
____6"STRAIGHT EDGE
____TAPE MEASURE

___SMALL SCISSOR
___SWISS ARMY KNIFE
___FLASHLIGHT

___NEEDLE & THREAD
___HOOKS, EYES, SNAPS
___STRAIGHT PINS

___NOTEBOOK
___PEN, PENCIL

___COLLAPSIBLE CUP
___METAL MIRROR
___BAND AIDS

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OMNIOLOGICAL GIFT PACKETS -3

COOKING

___SAUCEPANS
___FRYING PAN
___SPATULA

___TEA POT
___COFFEE POT
___TOASTER

___BROILER
___BLENDER
___MIXER

___COOKIE SHEETS
___BAKING DISHES

___STOVE
___BROILING RACKS
___FRIDGE
___ICE TRAYS

___DISHWARE
___GLASSWARE
___SILVERWARE

___TABLECLOTH
___PLACEMATS
___NAPKINS
___POTHOLDERS
___SALT,PEPPER,SHAKERS
___SUGAR BOWL
___NAPKIN HOLDER

___CARVING KNIVES
___STEAK KNIVES

___MESS KIT
___CANTEEN
___SILVERWARE

___DISHRACK AND DRAIN
___SIVERWARE TRAY
___CUTTING BOARD
___PLASTIC STORAGE CONTAINERS

___STRAINER
___MEASURING CUP
___CAN OPENER
___MEASURING SPOON
___PARING KNIFE
___VEGETABLE CLEANER

___SPATULA
___MIXING SPOON
___TONGS
___SERRATED KNIFE
___SCISSOR
___GRIPPER

FOOD SHOPPING ("FILLING THE FRIDGE")

____BREAD
____EGGS
____ORANGE JUICE
____SALT AND PEPPER
____MILK

____LETTUCE
____FRESH FRUIT
____CANNED FRUIT
____CANNED MEAT & FISH
____CHEESE
____COLD CUTS

____MAYONNAISE
____MUSTARD
____KETCHUP
____PICKLES
____FROZEN VEGETABLES
____FROZEN MEATS

LARGE POSSESSIONS(WHICH SHOULD BE LISTED FOR MOVING OR INSURANCE)

___LARGE FURNITURE (beds, couches, tables, standing cabinets)
___SMALL FURNITURE (waste baskets, chairs, laundry baskets)
___SEMI-PERMANENT FIXTURES (rungs, cabinets, telephones)
___LAMPS
___LARGE APPLIANCES (fridge, stove)
___SMALL APPLIANCES,(hairdryer, typewriter, blender, toaster, mixer)
___PLANTS
___A-V EQUIPMENT (tv, stereo, radio, cameras, cassettes, projectors, recorders, tapes, slides, films,etc.)
___TOYS (skis, tennix racquet, skateboard, skates, frisbees, bike, sled, games, musical instruments, hobbies, collections)
___BOOKS (reference, reading, phone, cookbooks)
___WALL HANGINGS (pintings, posters, prints)
___KNICK-KNACKS
___HOLIDAY SUPPLIES (Thanksgiving, Halloween, birthdays, picnics,etc.)
___CLANING TOOLS (mops, vacuum, brooms)
___MEAL PREPARATIONS (see above)
___LINENS (see above)
___DESK SUPPLIES (see following lists)

PERSONAL POSSESSIONS RECOR FOR THEFT, INSURANCE, ETC. *

ITEM	DATE BOUGHT	WHERE BOUGHT	COST	GUARENTEE	RECEIPT LOCATION	SERIAL NUMBER

22.6

31.6

* SUGGESTED HEADINGS: FURNITURE, APPLIANCES, ENTERTAINMENT, PERSONAL, MISCELLANEOUS

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TAKE PHOTOS AND MARK ARTICLES WITH ELECTRIC DRILL

STUDENT COVER SHEET

CYCLE 4 - CHORES

IN THIS CYCLE YOU WILL EXPLORE THE IMPORTANCE OF HAVING A DAILY, WEEKLY, AND YEARLY ROUTINE FOR TAKING CARE OF "BASICS" IN THE MOST EFFICIENT AND EFFECTIVE WAY POSSIBLE. YOU WILL BE MAKING SPECIFIC PLANS AS TO HOW BEST TO ORDER YOUR LIFESTYLE SO AS TO GET THE MOST OUT OF YOUR TIME AND ENERGY.

YOU WILL BE LOOKING FOR THE BEST WAYS OF CLEANING AND EXERCISING YOUR BODY, PLANNING DIET AND FOOD SHOPPING AND PREPARATION PATTERNS, DOING LAUNDRY AND REPAIRING AND BUYING CLOTHES, ORDERING YOUR LIVING SPACE, REGULATING FINANCES, CARING FOR LARGE POSSESSIONS LIKE AUTOMOBILES, LAWN MOWERS, BICYCLES, ETC., AND SCHEDULING TIME FOR CHORES SO THAT THEY DON'T OCCUPY AN UNREASONABLE AMOUNT OF TIME IN YOUR LIFESTYLE.

YOU WILL BE MAKING A SPECIFIC PLAN FOR YOUR OWN INDIVIDUAL LIFESTYLE BASED ON WHAT HAS WORKED FOR YOU IN THE PAST AND WHAT YOU CAN LEARN BY TALKING TO OTHERS AND READING ABOUT OTHER PEOPLE'S PLANS FOR HANDLING THE INEVITABLE CHORES OF LIFE.

YOU SHOULD SPEND SOME TIME THINKING ABOUT THE MEANING OF WORK AND CHORES, THE SETTING OF STANDARDS FOR GOOD WORK, AND WHAT IT MEANS TO HAVE A GOOD WORK ETHIC. YOU WILL WANT TO BECOME COMPETENT, EFFICIENT, AND PROFICIENT AT ALL OF THE CHORES THAT YOU WILL BE EXPECTED TO DO AS (21
AN INDEPENDENT INDIVIDUAL. YOU WILL LOOK FOR WAYS TO MAKE THE DOING OF ROUTINE CHORES A WORTHWHILE AND SATISFYING PASTIME AND FIND WAYS TO MAKE THEM A REWARDING PART OF THE "STUFF" OF LIFE RATHER THAN MERELY SOMETHING THAT ONE TRIES TO "GET OVER WITH".

YOU WILL PERIODICALLY CHECK TO SEE THAT YOU HAVE GIVEN SUFFICIENT TIME TO TAKING CARE OF:

FOOD, CLOTHING, SHELTER, TRANSPORTATION, AND MONEY
AS WELL AS
PERSONAL HYGIENE AND BODY CARE

CYCLE 4 - CHORES - BASIC TASKS

CHORE: CREATE A DAILY, WEEKLY, AND YEARLY SCHEDULE TO TAKE CARE OF "BASICS" - PERSONAL HEALTH AND HYGIENE, FOOD, CLOTHING, SHELTER, TRANSPORTATION,AND MONEY CHORES.

TASKS: _____ USING THE ENCLOSED SHEETS AS GUIDES, CREATE PERSONAL CHECKLISTS FOR ALL THE CHORES THAT YOU WOULD BE RESPONSIBLE FOR IF YOU WERE LIVING ON YOUR OWN. USE THE SIX CATEGORIES ABOVE AND DIVIDE THE CHORES INTO DAILY, WEEKLY, MONTHLY, YEARLY, OR SEASONAL CATEGORIES.

_____ CREATE A SCHEDULE FOR LEARNING TO DO ALL THESE CHORES AND MONITOR YOUR PROGRESS YEARLY AS TO HOW MANY OF THESE YOU ARE CAPABLE OF DOING ON YOUR OWN WITH NO HELP.

_____ BEGIN TO LOOK FOR SUGGESTIONS AS TO HOW TO TAKE CARE OF CHORES MORE EFFICIENTLY, HOW TO ORGANIZE TIME AND PROCEDURES MORE EFFECTIVELY, AND HOW TO USE TIME-SAVING TECHNIQUES.

_____ UNLESS LEARNING TO "DO-IT-YOURSELF" COULD BE MORE COSTLY OR DNAGEROUS THAN HIRING SOMEONE ELSE TO DO IT, TRY TO AVOID PAYING PEOPLE TO DO THINGS THAT YOU COULD DO YOURSELF. IF YOUR WORK REQUIRES YOU TO HIRE HOUSEHOLD HELP, BE SURE THAT YOU YOURSELF KNOW EXACTLY HOW YOU WANT THE JOB DONE SO THAT (22 YOU CAN PASS ON THAT INFORMATION. BE WARY OF HIRING SOMEONE TO HELP YOU BECAUSE YOU HAVE LET THINGS GET OUT OF CONTROL. OUTSIDE HELP SHOULD, IDEALLY, ALLOW YOU TO USE THE TIME YOU WOULD NORMALLY DEVOTE TO CHORES,TO MORE LEISURE AND RELAXATION. ALWAYS THINK OF WHAT YOU WOULD DO IF THE HELP QUIT UNEXPECTEDLY.

_____ LEARN TO SET THE HIGHEST STANDARDS OF EXCELLENCE FOR YOURSELF WHEN YOU DO CHORES. TRADITIONALLY, CHILDREN ARE TAUGHT WORK STANDARDS AND ETHICS THROUGH ROUTINE DAILY CHORES. IN VARIOUS REHABILITATION PROGRAMS, RESIDENTS ARE RETAUGHT RESPONSIBILITY THROUGH CARE OF THEIR OWN POSSESSIONS, MAKING THEIR BED, SWEEPING THE FLOOR, WASHING DISHES, ETC. ALL WORK SHOULD BE DONE TO THE BEST OF ONE'S ABILITY. IF YOUR CHORES ARE TOO COMPLICATED AND TIME-CONSUMING, REDUCE THEIR QUANTITY RATHER THAN THEIR QUALITY.

_____ CARRY YOUR WORK ETHIC OVER INTO YOUR SCHOOLWORK AND THE TASKS OF YOUR EMPLOYMENT. KEEP IN MIND THAT EVERY LITTLE THING YOU DO IS A REFLECTION OF YOU.

PERSONAL CHORES (SAMPLE)

DAILY

_____TOTAL BATHE

_____WASH AND STYLE HAIR (PLAN TO CUT IF NECESSARY)

_____BRUSH TEETH AND USE DENTAL FLOSS

_____SHAVE (GIRLS MUST CHECK IF NECESSARY)

_____TWEEZE EYEBROWS (GIRLS)

_____USE DEODERANT, POWDER, LOTIONS

_____CLIP AND CLEAN FINGER AND TOE NAILS

_____DRESS APPROPRIATELY FOR ACTIVITIES AND WEATHER

PERIODICALLY

_____DENTAL CHECK-UP

_____EYE EXAMINATION (23

_____MEDICAL EXAMINATION

_____SPORTS-OR WORK-RELATED EXAMINATIONS

FOOD CHORES (SAMPLE)

DAILY

_____BALANCE MEALS AND LEAVE OUT FROM FREEZER
_____COOK AND SERVE THREE MEALS
_____DO DISHES AND PUT AWAY

WEEKLY

_____PLAN ENTIRE WEEK'S BALANCED MENU
_____SHOP FOR FOOD
_____PACK FOOD IN FREEZER AND FRIDGE

PERIODICALLY

_____CLEAN FRIDGE
_____CLEAN STOVE AND OVEN
_____DEGLUT CABINETS
_____STRAIGHTEN SILVER AND DISHWARE

CLOTHING CHORES (SAMPLE)

DAILY

_____DO HAND LAUNDRY

_____RINSE OUT EXERCISE CLOTHES

WEEKLY

______DO MACHINE WASH LOADS (WHITE, COLORED, BLUE, FUZZY)

______CHANGE LINEN

______DRY AND ROLL CLOTHES

______REPAIR TORN CLOTHES AND BUTTONS

______POLISH SHOES

MONTHLY

______CHECK SHOES' HEELS

______TAKE NECESSARY CLOTHES TO CLEANERS (25

SEASONAL

_____CHANGE WARDROBE IN CLOSET AND DRAWERS

_____TAKE WOOLENS TO CLEANERS

_____WASH WOOLENS AND STORE IN PARA

_____SHOP FOR NEW WARDROBE ITEMS ACCORDING TO PLAN

SHELTER CHORES - INDOOR (SAMPLE)

DAILY

_____STRAIGHTEN AND PUT AWAY ITEMS
_____MAKE BEDS
_____DO DISHES
_____WATER PLANTS
_____LOCK UP

WEEKLY

_____TAKE OUT GARBAGE AND WASH PAILS
_____CLEAN BATHROOM COMPLETE
_____CLEAN KITCHEN COMPLETE
_____VACUUM + WASH THROW RUGS.
_____DUST, AND CLEAN MIRRORS

MONTHLY

_____CLEAN FRIDGE
_____CLEAN STOVE
_____CLEAN BASEBORADS
_____CLEAN LIGHT FIXTURES
_____DEGLUT CLOSETS AND DRAWERS, DESK, PURSE, PANTRY, MEDICINE CABINETS

SEASONAL

_____WASH WINDOWS AND CURTAINS
_____CLEAN AND OIL WOOD FURNITURE
_____DUST CEILINGS AND MOVE FURNITURE (SPRING CLEAN)

AS NECESSARY

_____PAINT ROOMS
_____MAKE REPAIRS

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(26

SHELTER CHORES - OUTDOOR (SAMPLE)

WINTER

_____SHOVEL WALKS, STAIRS, DRIVEWAY

_____MONITOR FUEL AND HEATING SYSTEM

_____DO INTERIOR CLEANING, PAINTING,AND REPAIRS

SPRING

_____PICK UP STICKS AND STONES

_____REMOVE STORM WINDOWS, WASH WINDOWS AND CURTAINS
INSTALL SREENS

_____PUT OUT SUMMER FURNITURE AND DECORATIONS

_____PAINT RAILING

_____PAINT OUTSIDE WOODWORK (27

_____PLANT, TRANSPLANT, AND REMOVE SHRUBS, ETC.

SUMMER

_____MOW LAWNS, TRIM HEDGES, TRIM AROUND TREES, SWEEP AND RAKE EXCESS

_____WEED GARDENS AND SIDEWALKS

_____DEGLUT POSSESSIONS FOR GRAGE SALES

_____DO OUTDOOR REPAIRS, TREAT DRIVEWAYS

_____CHECK SEPTIC LINES, PUMPS, WELLS, ETC

FALL

_____CHECK CAULKING ON DOORS AND WINDOWS, WEATHERSTRIP, INSULATE, & SILICON

_____PUT AWAY OUTDOOR FURNITURE AND DECORATIONS

_____MOW LAWN SHORT AND WINTERIZE MOWERS (DRY GAS)

_____RAKE LEAVES AND PICK UP BRANCHES

_____PUT ON STORM WINDOWS

_____CLEAN OUT GUTTERS AND HOSE DOWN

_____DRAIN OUTSIDE HOSES AND SHUT OFF OUTSIDE SPIGOTS.

AUTO CHORES (SAMPLE)

WEEKLY

______WASH EXTERIOR
______CLEAN INTERIOR
______WAX, POLISH, PAINT TOUCH-UP
______CHECK GAS
______CHECK OIL AND TRANSMISSION FLUID
______RECORD MILEAGE AND GAS COSTS

PERIODICALLY

_____ CHECK MILEAGE FOR MAINTENANCE
_____ TAKE AUTO IN FOR REPAIRS AND CHECK-UPS
_____ RECORD ALL REPAIRS AND SERVICE ON SCHEDULE
_____ CHANGE SNOW TIRES
_____ CHECK ANTI-FREEZE AND WINTERIZE
______ADD WIPER FLUID
______READ OWNER'S MANUAL AND LEARN TO DO BASICS YOURSELF.
______WATCH FOR SUGGESTIONS AND TIPS ON AUTO CARE, USE, AND MAINTAINENCE.

(28

MONEY CHORES (SAMPLE)

DAILY

_____RECORD EXPENSES
_____FILE RECEIPTS
_____ANSWER MAIL
_____PAY BILLS

WEEKLY

_____CHECK BUDGET
_____DEPOSIT INCOME
_____PAY ALL BILLS
_____ANSWER ALL MAIL
_____DO WEEKLY SHOPPING

MONTHLY

_____BALANCE CHECKBOOK
_____FILE CANCELLED CHECKS
_____SET UP INCOME TAX ENVELOPE
_____CHECK MONTHLY BILL SCHEDULES

SEASONAL

_____FIGURES AND PAY INCOME TAX
_____HAVE INTEREST ADDED TO ACCOUNTS
_____CONSIDER INVESTMENTS
_____CHECK MAJOR EXPENDITURES COMING

STUDENT COVER SHEET

CYCLE 5 - ATTITUDES

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IN THIS SECTION OF YOUR NOTEBOOK YOU WILL BE COLLECTING AND STORING QUOTES, POETRY, READINGS, BOOK TITLES, ART WORK, MUSIC, ETC. THAT YOU LIKE AND THAT YOU THINK WOULD BE VALUABLE TO REFER BACK TO IN TIMES OF SADNESS, DEPRESSION, LONELINESS, APATHY, BOREDOM, EXHAUSTION, FRUSTRATION, ETC. YOU WILL ALSO BE STORING FAVORITE IDEAS AND PHILOSOPHIES, THOUGHTS AND OPINIONS, THAT INFLUENCE THE SPIRIT WITH WHICH YOU LIVE YOUR LIFE. YOU SHOULD ESPECIALLY LOOK FOR IDEAS THAT GIVE YOU INSIGHT INTO HOW TO LIVE LIFE IN THE BEST WAY POSSIBLE AND THAT GIVE YOU WISDOM, INSPIRATION, AND PEACE.

THIS SECTION OF YOUR NOTEBOOK SHOULD BRING YOU COMFORT IN DIFFICULT TIMES AND SHOULD HOLD THOUGHTS THAT YOU CAN GO BACK TO WHEN NO ONE IS AROUND TO LISTEN, TO HELP, OR TO UNDERSTAND.

YOU WILL LOOK FOR INFORMATION THAT HELPS EXPLAIN THE FACTORS THAT MAY BE AFFECTING YOUR MOODS, FEELINGS, AND EMOTIONS, SO THAT YOU CAN LEARN TO PREDICT AND CONTROL THESE. YOU WILL WANT TO BE SURE TO MAKE TIME TO DEAL WITH FEELINGS THAT CONFUSE YOU, PROBLEMS THAT NEED SOLUTIONS, ATTITUDES THAT NEED CORRECTION, AND IDEAS AND PHILOSOPHIES THAT NEED UNDERSTANDING AND CLARIFICATION. COLLECT ANYTHING THAT CAN HELP YOU WITH THESE. (30

YOU WILL BE LOOKING FOR WAYS TO DEAL WITH THE INEVITABLE UPS AND DOWNS OF LIFE WITH A SENSE OF HUMOR AND PERSPECTIVE. YOU WILL WANT TO WATCH FOR THE HEALTHY WAYS IN WHICH OTHERS DEAL WITH FEAR, MOOD SWINGS, ILLNESS, SADNESS, DEATH, APATHY, JOY, EXCITEMENT, SUCCESS, FAILURE, LOSS, ACHIEVEMENT, CONFLICT, MISTREATMENT, DESPAIR, EMBARRASSMENT, ETC. ETC. ETC.

YOU WILL ALSO WANT TO EXPLORE WHAT IS MEANT BY THE CONCEPT OF "CHARACTER", THOSE QUALITIES AND HABITS OF INDIVIDUALS THAT, TRADITIONALLY, HAVE BEEN WORTHY OF ADMIRATION AND EMULATION, AND THAT HAVE FACILITATED HUMAN INTERACTION IN OUR CULTURE.

CYCLE 5 - ATTITUDES - BASIC TASKS

CHORE: MAKE TIME TO GAIN WISDOM. LOOK FOR ADVICE ON HOW TO LIVE LIFE IN THE BEST WAY POSSIBLE. LEARN TO SURVIVE PSYCHOLOGICALLY.

TASKS:

_____ BECOME AWARE OF THE PEOPLE, SITUATIONS, AND OTHER FACTORS, THAT AFFECT HOW YOU FEEL SO THAT YOU CAN PREDICT YOUR MOOD SWINGS AND LEARN TO CONTROL THEM.

_____ EXPLORE THE WORLD RELIGIONS AND PHILSOPHIES AND DEVELOP A BANK OF THOUGHTS, QUOTES, READINGS, LITERATURE, ETC. THAT YOU CAN TURN TO FOR BOTH COMFORT AND INSPIRATION.

_____ BEGIN A RITUAL OF STUDY AND MEDITATION THAT WILL PREVENT NEGATIVE THINKING AND DEVELOP A SENSE OF HUMOR AND A POSITIVE PERSPECTIVE ON LIFE THAT WILL HOLD UP EVEN IN THE WORST OF TIMES.

_____ TALK TO PEOPLE WHOM YOU CONSIDER TO BE WISE AND ASK THEM TO SHARE THEIR PHILOSOPHIES WITH YOU. SEEK OUT POSITIVE PEOPLE.

_____ BEGIN TO "ACT AS IF". ONLY DEMONSTRATE TO PEOPLE THE ATTITUDES AND FEELINGS THAT ARE POSITIVE AND UPLIFTING. SAVE YOUR NEGATIVE FEELINGS FOR PERSONAL MEDITATION OR DISCUSSION WITH MENTORS AND MIND PEERS, FAMILY AND CLOSE FRIENDS, TEACHERS AND COUNSELORS, WHO CAN HELP YOU UPLIFT YOUR THOUGHTS.

(31

_____ IF YOU CANNOT FIND A POSITIVE PHILOSOPHY THROUGH YOUR OWN RESEARCH AND RESOURCES, SEEK RELIGIOUS INSTRUCTION, COUNSELING, OR THE TIME OF SOMEONE WHO CARES ABOUT YOU AND WHO KNOWS TECHNIQUES OF CONSTRUCTIVE LISTENING. AVOID PEOPLE WHO ONLY COMMISERATE WITHOUT SUGGESTING ALTERNATIVES.

_____ EXPLORE IN GREATER DEPTH THE MUSIC, ART, AND LITERATURE OF MANKIND WHICH EXPRESSES HOW PEOPLE HAVE FELT IN MANY SITUATIONS. PERHAPS THROUGH THESE YOU MAY GAIN SELF-AWARENESS AND UNDERSTANDING THAT WILL PUT YOUR OWN THOUGHTS AND FEELINGS INTO SOME KIND OF PERSPECTIVE.

_____ ESPECIALLY LOOK FOR INSIGHTS ON HOW TO GET ALONG IN THIS WORLD, HOW TO GET ALONG WITH OTHER PEOPLE AND HOW TO ACCEPT AND GET ALONG WITH YOURSELF. STUDY THE COLLECTIVE WISDOM OF OUR CULTURE.

_____ EXPLORE SOME OF THE FOLLOWING:

- A SIMPLIFIED VERSION OF THE I CHING - THE BOOK OF CHANGES
- "SELF-RELIANCE" - AN ESSAY BY RALPH WALDO EMERSON
- JONATHON LIVINGSTON SEAGULL, Richard Bach
- WRITINGS OF NORMAN VINCENT PEALE
- LECTURES OF ROBERT SCHULLER ON "POSSIBILITY THINKING"
- READERS DIGEST SELECTIONS
- COLLECTIONS OF POETRY IN RELIGIOUS BOOKSTORES
- CODES OF ETHICS FROM BOY AND GIRL SCOUTS, CIVIC ORGANIZATIONS, BENJAMIN FRANKLIN'S AUTOBIOGRAPHY, ETC.

STUDENT COVER SHEET

CYCLE 6 - EDUCATION/ CAREER

THE GOAL FOR CYCLE 6 IS TO KNOW SOMETHING ABOUT EVERYTHING AND EVERYTHING ABOUT SOMETHING. FOR THE STUDENT, THIS CYCLE WILL INCLUDE ALL ASPECTS OF HIS SCHOOL LEARNING EXPERIENCE. FOR THE ADULT, THIS CYCLE WILL INCLUDE EVERYTHING HE DOES TO IMPROVE HIS KNOWLEDGE AND SKILLS WITH REGARD TO HIS WORK AND CAREER. TIME SPENT IN THIS CYCLE WILL ALSO BE USED TO EXPLORE NEW INTERESTS AND SKILLS THAT MIGHT LEAD ONE INTO NEW FIELD OF LEARNING OR WORK.

IN THIS CYCLE YOU WILL BE ON THE LOOKOUT FOR NEW TOPICS, MISCELLANEOUS KNOWLEDGE, AND INTRODUCTIONS TO NEW FIELDS OF INTEREST. YOU WILL WANT TO INCREASE YOUR READING, LISTENING, AND WATCHING TIME. PLAN TO READ A DAILY NEWSPAPER AND AN INFORMATIVE MAGAZINE. LISTEN TO TALK SHOWS, GO TO THE LATEST MOVIES, READ THE LATEST BOOKS, WATCH THE NEWS, ENGAGE IN CONVERSATIONS WITH KNOWLEDGEABLE PEOPLE, AND TRY TO ABSORB AND USE ALL YOU CAN.

AS PART OF YOUR CYCLE 6 ACTIVITIES, YOU MIGHT ALSO DABBLE IN SOME NEW HOBBIES, ATTEND LECTURES AND SPECIAL PROGRAMS ON TOPICS YOU"VE NEVER HEARD OF BEFORE, AND PLAN TO ATTEND ALL THE SPECIAL PROGRAMS AND EVENTS IN YOUR AREA. THESE ACTIVITIES SHOULD NOT BE PURELY FOR RECREATION (SEE CYCLE 8) BUT RATHER BE DELIBERATE ATTEMPTS TO LEARN MORE INFORMATION ABOUT THE WORLD AROUND YOU.

(32

YOU MIGHT PLAN TO "GO BACK TO SCHOOL", TAKE A COURSE, OR EDUCATE YOURSELF IN A NEW FIELD,OR BUY A HIGH SCHOOL REVIEW BOOK AND MAKE SURE YOU REALLY KNOW ALL THAT STUFF. PLAN TO TAKE THE GRADUATE RECORD, THE MILLER ANALOGY TEST, OR SOME OTHER STANDARDIZED TEST JUST TO KEEP UP YOUR SKILLS.

BECOME A COMPETENT GENERALIST. STRIVE TO BE LABLED "WELL-ROUNDED" AND "WELL-READ". FIND OUT WHAT A "RENAISSANCE MAN" WAS AND BECOME ONE-ESPECIALLY IF YOU'RE A WOMAN!

CYCLE 6 - EDUCATION/CAREER - BASIC TASKS

CHORE: MAKE TIME TO LEARN NEW THINGS. INCREASE THE AREAS IN WHICH YOU ARE KNOWLEDGEABLE AND/OR COMPETENT.

TASKS: _____ THINK ABOUT THE VARIOUS TOPICS WHICH HAVE INTERESTED YOU IN THE PAST. PLAN TO SELECT TWO OR THREE OF THESE AND FOLLOW UP YOUR INITIAL INTEREST.

_____ SEEK TO MAKE YOURSELF AN AUTHORITY ON ONE OR MORE TOPICS AND THEN FIND WAYS TO USE THIS INFORMATION IN RECREATION OR EMPLOYMENT OR TO SHARE WITH OTHERS FOR MUTUAL BENEFIT OR ENJOYMENT.

_____ TO CHECK THE EXTENT OF YOUR KNOWLEDGE, OR TO FIND NEW TOPICS OF INTEREST, FIND A COMPREHENSIVE, UP-TO-DATE ENCYCLOPEDIA AND LOOK THROUGH ALL THE TOPICS LISTED, NOTE THE ONES YOU'RE AWARE OF, THE ONES YOU'RE SOMEWHAT KNOWLEDGEABLE ABOUT, AND THE ONES YOU'VE NEVER HEARD OF.

_____ EXPLORE AS MANY METHODS OF LEARNING AS POSSIBLE. VISIT THE LIBRARY, READ A GOOD NEWSPAPER, ATTEND MOVIES, CONCERTS, AND LECTURES, GO TO SPECIAL EVENTS OF EVERY SORT, USE TELEVISION WISELY, READ MAGAZINES AND BOOKS OF ALL SORTS, TAKE COURSES, TALK TO KNOWLEDGEABLE PEOPLE, ETC. (33

_____ LEARN ABOUT THE LEARNING TO LEARN SKILLS AND PERFECT THEM. LEARN TO USE REFERENCE BOOKS, INFORMATION SERVICES, AND COMPUTERS, AS WELL AS TO TRACK DOWN INFORMATION THAT MAY NOT BE STORED IN ANY PARTICULAR PLACE.

_____ LEARN TO USE YOUR OWN EXPERIENCE, IMAGINATION, AND INSIGHT TO GAIN NEW AWARENESS OF THE WORLD AROUND YOU.

_____ STRIVE TO KNOW SOMETHING ABOUT EVERYTHING AND EVERYTHING ABOUT SOMETHING.

_____ IF YOU HAVE NOT ALREADY DONE SO, TAKE TIME TO LOOK THROUGH THE COVER SHEETS FOR THE LETTER DAY ACTIVITIES. THESE ARE AREAS OF LEARNING SKILLS THAT SHOULD BE PRACTICED AND USED THROUGHOUT THE COURSE AND THROUGHOUT THE AREAS OF ONE'S PERSONAL LIFESTYLE. **

_____ **IF THIS IS YOUR SECOND, THIRD, FOURTH, ETC. TIME THROUGH THE CYCLES, TAKE TIME IN SECTION 6 TO GO OVER YOUR LETTER DAY COVER SHEETS AND BASIC TASKS IN DEPTH TO BE SURE THAT YOU ARE EXPANDING YOUR SKILLS IN EACH OF THESE ACTIVITY AREAS. (USE OF IMAGINATION, COMPETENCE IN LEARNING-TO-LEARN SKILLS, SHARING, PEER GROUP TIME, DISCUSSION, AND SELF-EVALUATION.)

_____ **AT SOME POINT YOU WILL PROBABLY WANT TO ACTUALLY PLACE ALL OF YOUR LETTER DAY PAGES AND PAPERS IN THE SECTION 6 PART OF YOUR OMNIOLOGY NOTEBOOK.

STUDENT COVER SHEET

CYCLE - 7 - WEIRD PEOPLE

IN THIS CYCLE YOU WILL BEGIN TO THINK ABOUT ALL THE DIFFERENT KINDS OF PEOPLE AROUND YOU AND TO LEARN HOW TO APPRECIATE THEIR UNIQUENESSES. YOU WILL WANT TO MAKE TIME TO STRETCH OUT INTO NEW ACTIVITIES AND NEW GROUPS OF PEOPLE WHO LIVE IN "DIFFERENT WORLDS".

YOU WILL MAKE A DELIBERATE EFFORT TO SEEK OUT AND GET TO KNOW PEOPLE WHOM YOU NOW CONSIDER TO BE QUITE DIFFERENT FROM YOU. YOUR GOAL WILL BE TO SEEK OUT THE ACTUAL DIFFERENCES THAT MIGHT EXIST AND TO FIND SOME SIMILARITIE

YOU WILL ALSO SET ASIDE TIME TO TAKE A RENEWED INTEREST IN YOUR FAMILY. YOU WILL WANT TO LEARN MORE ABOUT ITS MEMBERS, ITS HISTORY AND ITS TRADITIONS. YOU WILL MAKE TIME TO PARTICIPATE AND EVENTUALLY INITIATE FAMILY EVENTS.. IF YOU DO NOT HAVE A LARGE FAMILY, YOU MIGHT ENJOY CREATING ONE BY BRINGING TOGETHER OTHER PEOPLE WHO DO NOT HAVE LARGE FAMILIES FOR REGULAR ACTIVITIES OR SPECIAL EVENTS. IF YOU ARE PLANNING ON A FAMILY OF YOUR OWN CREATION SOME DAY YOU MIGHT WANT TO EXPLORE THE VALUES AND RESPONSIBILITIES OF FAMILY LIFESTYLING, ITS DIFFICULTIES AND ITS REWARDS. YOU WILL ALSO WANT TO EXPLORE THE OTHER ADULT LIFESTYLES THAT EXIST AND GET TO KNOW PEOPLE WHO ARE LIVING THEM.

(34

IN CYCLE 7, YOU WILL ALSO WANT TO EXPLORE THE AGING PROCESS. YOU WILL WANT TO TAKE AN ACTIVE INTEREST IN PEOPLE LIVING IN EACH OF SEVERAL AGE GROUPS. YOU WILL WANT TO SPEND TIME WITH THEM AND LEARN ALL YOU CAN ABOUT HOW THEY THINK AND FEEL. FINALLY, YOU WILL TAKE TIME TO WATCH YOURSELF GROW AND CHANGE INTO DIFFERENT PEOPLE WHO LIVE IN DIFFERENT WORLDS OF TIME AND THOUGHT. YOU WILL TRY TO GAIN AN INSIGHT INTO AGING AND THE ACQUISITION OF WISDOM. YOU WILL WANT TO LEARN TO APPRECIATE YOUR CHANGING SELF AND THE EXPERIENCE OF GROWING OLDER.

(SOME STUDENTS MIGHT USE CYCLE 7 TO LEARN MORE ABOUT THE AUTHORITY FIGURES IN THEIR LIVES. ACCEPTING THE FACT THAT THERE WILL ALWAYS BE SOME AUTHORITY IN OUR LIVES, EVEN WHEN WE ARE MATURE, SELF-DIRECTED ADULTS, MAY BE A CYCLE 5 EXERCISE IN ATTITUDE MANAGEMENT. HOWEVER, STUDENTS MAY BE ABLE TO SEPARATE THEIR EMOTIONAL REACTION TO AUTHORITY TO BEGIN TO UNDERSTAND THE NEED FOR AND THE RESPONSIBILITIES OF AUTHORITY FIGURES.THIS WOULD BE USEFUL FOR STUDENTS WHO HAVE FREQUENT CONFLICTS WITH PARENTS, TEACHERS, PRINCIPALS, POLICE, ETC.)

AS PART OF YOUR CYCLE 7 ACTIVITIES YOU WILL WANT TO LEARN ALL YOU CAN ABOUT "MANNERS". YOU WILL WANT TO LEARN HOW TO FIT IN WHEREVER YOU GO AND TO BE COMFORTABLE WITH PEOPLE IN MANY DIFFERENT SITUATIONS. MOST OF ALL, YOU WILL WANT TO REALIZE HOW GOOD MANNERS MAKE OTHER PEOPLE COMFORTABLE WITH YOU.

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CYCLE 7 - WEIRD PEOPLE - BASIC TASKS

CHORE: WITHOUT COMPROMISING YOURSELF, REACH OUT TO PEOPLE WHO SEEM DIFFERENT FROM YOU, IN ORDER TO APPRECIATE THEIR UNIQUENESS AND TO LEARN FROM THEIR EXPERIENCE.

TASKS: _____CREATE A LIST OF "RULES" FOR GETTING ALONG WITH ANYBODY ANYWHERE. INCLUDE MANNERS, ETIQUETTE, LOCAL AND SOCIAL CUSTOMS, GENERAL GUIDELINES FOR SHOWING RESPECT FOR AND TO EVERY HUMAN BEING, AND BASIC COMMUNICATION TECHNIQUES.

_____MAKE A DELIBERATE EFFORT TO MEET AND GET TO KNOW PEOPLE OF DIFFERENT RELIGIONS, POLITICAL VIEWS, LIFESTYLES, ETHNIC GROUPS, SOCIAL CLASSES, VALUE SYSTEMS, INTERESTS, HOBBIES, FAVORITE PASTIMES, AND CAREERS. LEARN ABOUT THEM AND THEIR INTERESTS AND TRY TO FIND THINGS YOU HAVE IN COMMON.

_____ENGAGE IN CONVERSATION WITH A NEW PERSON EVERY DAY. "DROP INTO PEOPLE'S LIVES". (REMEMBER NOT TO GOSSIP.)

_____BECOME REACQUAINTED WITH THE MEMBERS OF YOUR FAMILY. PLAN TO SPEND TIME WITH PEOPLE WHO REALLY ENJOY BEING WITH YOU EVEN IF YOU'D RATHER BE DOING SOMETHING ELSE. EXPLORE THE AGING PROCESS AND GET TO KNOW THE VERY YOUNG AND THE VERY OLD AND ALL THOSE IN BETWEEN. (35

_____"DONATE" TIME TO NON-FAMILY MEMBERS WHO ENJOY YOUR COMPANY AND MIGHT BE INTERESTED IN GETTING TO KNOW YOU BETTER.

_____EXPLORE THE AUTHORITY FIGURES IN YOUR LIFE. WHO HAS AUTHORITY OVER YOU AND WHY? TO WHOM DO YOU GIVE AUTHORITY OVER YOU AND IS THIS A GOOD IDEA? WHAT CONCESSIONS DO YOU MAKE TO AUTHORITY FIGURES? CAN YOU LIVE WITH IT? IF THIS IS A PROBLEM, DEAL WITH IT.

_____LEARN TO BE ABLE TO ASSOCIATE WITH MANY TYPES OF PEOPLE AND TO FIT INTO MANY GROUPS, ALL WITHOUT COMPROMISING YOUR STANDARDS, OF COURSE. AS YOU ENCOUNTER NEW WEIRD PEOPLE, BE EVER ON THE LOOKOUT FOR MIND PEERS.

STUDENT COVER SHEET

CYCLE 8 - RECREATION

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IN THIS CYCLE YOU WILL TAKE TIME TO PLAY. YOU WILL WANT TO LOOK FOR OPPORTUNITIES FOR PHYSICAL AND MENTAL RECREATION IN YOUR AREA. YOU WILL SEARCH OUT THINGS TO DO ON YOUR OWN, WITH FRIENDS OR FAMILY, OR WITH SPECIAL GROUPS OF PEOPLE. YOU WILL LOOK FOR OPPORTUNITIES TO ENGAGE IN MENTAL RECREATION AS WELL AS PHYSICAL RECREATION. LOOK FOR GAME CLUBS AND SPECIAL INTEREST GROUPS WHO MEET FOR RECREATIONAL PURPOSES.

YOU WILL WANT TO LEARN TO USE YOUR IMAGINATION FOR RECREATION AND AMUSEMENT. TAKE TIME TO PLAY WITH CHILDREN AND TO SEE THINGS THROUGH THEIR EYES. PLAY FRISBEE AND CLIMB A TREE. JUMP INTO A POOL OR LAKE AT FULL GALLOP WITH ARMS AND LEGS WAVING MADLY IN THE AIR. TAKE A FOUR-YEAR-OLD ON A NATURE HIKE AND LOOK FOR LEPRECHAUNS AND RAINBOWS.

FIND THE ACTIVITIES THAT TOTALLY TRANSPORT YOU, BODY, MIND, AND SPIRIT TO NEW AND REFRESHING PLACES SO THAT WHEN YOU RETURN TO YOUR WORK AND RESPONSIBILITIES YOU ARE COMPLETELY RELAXED AND RENEWED.

TAKE TIME TO HAVE FUN IN HEALTHY AND ENJOYABLE WAYS.

(36

CYCLE 8 - RECREATION - BASIC TASKS

CHORE: MAKE TIME TO PLAY.

TASKS: _____TEACH YOURSELF TO TAKE TIME TO DO THINGS THAT TOTALLY TRANSPORT YOU IN THOUGHT AWAY FROM YOUR DAILY ACTIVITIES AND CONCERNS. LEARN TO FIND ACTIVITIES THAT SERVE NO PURPOSE, ACCOMPLISH NO GOALS, COMPLETE NO TASKS, THAT ARE JUST FOR FUN AND RELAXATION.

_____FORMULATE A LIST OF BOTH PHYSICAL AND MENTAL ACTIVITIES THAT ARE, FOR YOU, PURE RECREATION. KEEP THIS LIST HANDY AND FORCE YOURSELF TO USE IT. THE TIMES WHEN WE FIND IT HARDEST TO PLAY ARE USUALLY THE TIMES WHEN WE NEED IT MOST.

_____MAKE A LIST OF SCHEDULES, PHONE NUMBERS, AND DIRECTIONS OF PLACES YOU CAN GO FOR A VARIETY OF PHYSICAL RECREATION PURSUITS.

_____IF YOU LIKE TEAM SPORTS, FIND LOCAL GROUPS THAT GET TOGETHER REGULARLY OR WHEN SOMEBODY FEELS LIKE IT.GO OUT AND PLAY.

_____LOOK FOR OPPORTUNITIES FOR VACATION GET-AWAYS THAT OFFER (37
LOTS OF PHYSICAL ACTIVITY SUCH AS SCUBA TRIPS, OUTWARD BOUND, HIKING CLUBS, HORSEBACK RIDING RESORTS, ETC.

_____MAKE A MENTAL LIST OF ACTIVITIES THAT YOU WOULD LIKE TO LEARN TO PARTICIPATE IN OR WOULD LIKE TO TRY OUT. TRY TO MAKE YOUR THOUGHTS REALITIES.

_____LOOK FOR GAMES, PUZZLES, AND CHALLENGES THAT PROVIDE RECREATION FOR YOU WHEN YOU CAN"T GET AWAY OR DON'T FEEL LIKE A PHYSICAL RECREATION BREAK. CHECK OUT GAMES LIKE "DUNGEONS AND DRAGONS"

_____LOOK FOR GROUPS OF PEOPLE THAT ENJOY GETTING TOGETHER FOR RECREATIONAL CONVERSATION,GOOD HUMOR, WIT, OR CREATIVE THOUGHT EXCHANGE. LOOK FOR ITEMS THAT STIMULATE IMAGINATION, CREATIVITY, OR HUMOR AND STORE THEM UP TO SHARE WITH THESE PEOPLE WHEN YOU MEET.

_____PLAN TO MEET WITH FRIENDS AT LEAST ONCE A MONTH FOR GOOD PARTIES, CELEBRATIONS, OR SIMPLE GET-TOGETHERS, EITHER AT HOME OR FOR SPECIAL OUTINGS AND ACTIVITIES.

_____LEARN TO USE THE CREATIVE ARTS FOR RELAXATION. EXPLORE VARIOUS CRAFTS, PLAY A MUSICAL INSTRUMENT, PAINT, DRAW, PHOTOGRAPH THINGS, WRITE STORIES, OR DANCE AROUND THE LIVING ROOM. (NONE OF THESE MUST BECOME TASKS, HOWEVER!)

_____GET INTO RECREATIONAL READING..

_____GO AND PLAY WITH A LITTLE KID. GET INTO HIS IMAGINATION. JUMP ROPE, PLAY HOPSCOTCH, ACT LIKE A LITTLE KID, CLIMB A TREE, SHARE IN THEIR IMAGINATION GAMES.

STUDENT COVER SHEET

CYCLE 9 - MIND PEERS

EVERYBODY NEEDS TO FIND SOMEBODY WHO IS LIKE HIM, SOMEONE WHO KNOWS WHAT HE'S TALKING ABOUT, FEELS THE WAY HE FEELS, GETS EXCITED ABOUT THE SAME THINGS THAT HE GETS EXCITED ABOUT, AND WHO CARES ABOUT HIM THE SAME WAY HE CARES ABOUT THEM.

IN THIS CYCLE YOUR TASK IS TO FIND MIND PEERS. PEOPLE AROUND YOU WHO ARE LIKE YOU. ONCE YOU FIND YOUR MIND PEERS, YOUR TASK WILL BE TO FIND TIME TO SPEND WITH THEM.

YOUR MIND PEERS SHOULD BE PEOPLE WHO ENJOY THE SAME TYPE OF RECREATION THAT YOU DO. THEY SHOULD BE SOMEONE WHO CAN " COME OUT AND PLAY" WHEN YOU NEED A COMPANION FOR A FAVORITE SPORT, PASTIME, OR WALK IN THE FOREST.

YOUR MIND PEERS SHOULD BE PEOPLE WHO CAN HELP YOU OUT IN MAJOR DECISION_MAKING, PEOPLE WHO CAN LISTEN AND GIVE YOU FEEDBACK ABOUT HOW YOU SEEM TO BE FEELING OR THINKING OR ACTING.

YOUR MIND PEERS SHOULD BE PEOPLE WHO MAKE YOU FEEL GOOD JUST BEING WITH THEM AND VICE VERSA. THEY SHOULD BE PEOPLE WITH WHOM YOU FEEL AN UNEXPLAINABLE LINK ACROSS TIME AND UNIVERSES.

YOUR MIND PEERS SHOULD BE PEOPLE THAT YOU TAKE CARE OF AND TAKE TIME TO CHERISH.

(38

CYCLE 9 - MIND PEERS- BASIC TASKS

CHORE: FIND AND SPEND TIME WITH PEOPLE WHO SEE THINGS AS YOU DO AND WHO ARE WORKING TOWARD A MORE POSITIVE AND OPTIMISTIC LIFESTYLE. MAKE TIME TO SHARE WITH THEM AND GIVE THEM TIME TO SHARE WITH YOU.

TASKS: _____ FIND PEOPLE IN YOUR AGE GROUP AND WHO LIVE NEAR YOU WHO HOLD STANDARDS AND VALUES THAT ARE SIMILAR TO YOURS OR WHOSE VALUES AND STANDARDS YOU ADMIRE.

_____ PLAN TO SPEND TIME WITH THESE PEOPLE IN PLEASANT ACTIVITIES. INVITE THEM TO VISIT YOUR HOME, TO GO WITH YOU TO A SOCIAL EVENT, TO SHARE IN A FAVORITE ACITIVY OR PASTIME, OR TO JUST SIT AND TALK.

_____ TAKE TIME TO CONSTANTLY RE-EVALUATE AND BRING UP-TO-DATE YOUR OWN PHILOSOPHIES, GOALS, AMBITIONS, VALUES, ETC., SO THAT YOU WILL REFLECT YOUR MOST UP-TO-DATE SELF AS YOU REACH OUT IN SEARCH OF MIND PEERS.

_____ CHERISH YOUR MIND PEERS AND HELP THEM OUT WHENEVER THEY NEED YOU. IT MAY BE A CHANCE TO GIVE ADVICE OR AN OPINION, TO REASSURE, TO FILL IN A TIME OF LONLINESS, TO ARGUE THE VARIOUS SIDES TO A PROBLEM OR DILEMMA, OR JUST TO SAY "HELLO" AND EXCHANGE SMILES. (39

_____ MIND PEERS MAY BE OLDER OR YOUNGER, THE SAME SEX OR THE OPPOSITE ONE, CLOSE BY OR FAR AWAY, OR IN ANOTHER PLACE IN TIME, REACHED ONLY THROUGH LITERATURE, MUSIC, ART, OR MEMORY.

_____ BEGIN ALSO TO LOOK FOR MENTORS AND MIND WARDS. MENTORS ARE MIND PEERS WHO ARE FURTHER ALONG THE LIFE PATH THAN YOU ARE AND WHO CAN OFFER YOU NEW WISDOM AND ENCOURAGEMENT BEYOND YOUR EXPERIENCE. MIND WARDS ARE THOSE WHO ARE STRIVING TO FOLLOW A LIFESTYLE SIMILAR TO YOURS AND WHO DESIRE TO LEARN FROM YOUR EXPERIENCE. (YOUR MIND PEERS ARE THOSE WHO ARE IN THE "SAME PLACE" AS YOU ARE AT THE TIME YOU MEET.)

_____ SOME PEOPLE CALL MIND PEERS "GOOD FRIENDS", "SOUL MATES", "KINDRED SPIRITS", "TWIN SOULS". BEGIN TO EXPLORE WHAT OTHER PEOPLE MEAN BY THESE TERMS, AS THEY ARE USED IN CONVERSATION, OR AS THEY APPEAR IN LITERATURE.

_____ CONSIDER THE CONCEPT OF MIND PEERS AS IT MIGHT APPLY TO CHOOSING A MARRIAGE PARTNER, A ROOMMATE, OR A CLOSE FRIEND.

STUDENT COVER SHEET

CYCLE 10 - GROWTH

PART OF YOUR CHORES SHOULD BE TO PERIODICALLY RE-EVALUATE YOUR ACTIVITIES, YOUR WORK, AND THE WAY IN WHICH YOU SPEND YOUR TIME, THOUGHTS, AND ENERGY. YOU WILL WANT TO CHECK TO MAKE SURE THAT EVERYTHING IS IN BALANCE AND THAT YOU ARE DOING ALL YOUR CYCLE CHORES AS WELL AS YOU CAN, SO THAT AS NEW CHALLENGES AND OPPORTUNITIES PRESENT THEMSELVES, YOU CAN MAKE CHANGES EFFORTLESSLY.

ALSO IN CYCLE 10 YOU SHOULD TAKE TIME TO BE AWARE OF THE PROGRESS YOU ARE MAKING. YOU SHOULD NOTICE ANY NEW ABILITIES, COMPETENCIES, AND CAPABILITIES YOU ARE ACQUIRING. YOU SHOULD NOTICE ANY IMPROVEMENTS THAT ARE TAKING PLACE IN THE QUALITY OF YOUR LIFESTYLE BECAUSE OF YOUR EFFORTS TO BETTER BALANCE THE PARTS OF YOUR LIFE.

YOU SHOULD PLAN TO GO OVER EACH CYCLE AGAIN, SORTING OUT MATERIALS THAT YOU DO NOT REALLY NEED OR WANT, STREAMLINING YOUR NOTEBOOK AND YOUR LIFESTYLE AT THE SAME TIME. YOU SHOULD LOOK FOR PLACES WHERE YOU NEED TO GET RID OF ACTIVITIES AND POINTS OF VIEW THAT HAVE BECOME OUTDATED AND USELESS AND BEGIN TO PURSUE IN GREATER DEPTH NEW ACTIVITIES AND IDEAS THAT ARE BECOMING MORE IMPORTANT.

(40

YOU SHOULD BE ON THE LOOKOUT FOR MAJOR CHANGE PERIODS IN YOUR LIFE. AS YOU GROW AND MATURE, YOUR LIFESTYLE WILL CHANGE. YOU WILL WANT TO BE PREPARED TO GO THROUGH THESE CHANGE PERIODS AS EFFORTLESSLY AS POSSIBLE AND TO EFFICIENTLY REARRANGE YOUR NEW LIFESTYLE IN LIGHT OF YOUR NEW STATUS.

CYCLE 10 -- GROWTH - BASIC TASKS

CHORE: ACQUIRE THE HABIT OF RUNNING THROUGH YOUR CYCLES FREQUENTLY IN ORDER TO EVALUATE YOUR LIFESTYLE, WATCHING FOR CLUES THAT IT IS TIME TO REORGANIZE, SET NEW GOALS, AND/OR GROW WITH THE NATURAL FLOW OF CHANGE THAT WILL COME INTO YOUR LIFE.

TASKS: ____PLAN TO GO THROUGH YOUR CYCLE THEMES DAILY IN YOUR HEAD. MEMORIZE THE AREAS OF OBLIGATION, AND DISCIPLINE YOURSELF TO KEEP THINGS IN ORDER.

____READ THROUGH THE CYCLE REVIEW QUESTIONS PROVIDED HERE AND BE SENSITIVE TO THE AREAS WHICH YOU TEND TO IGNORE.

____BE CONSTANTLY ON THE LOOKOUT FOR SUGGESTIONS ON HOW TO STREAMLINE YOUR RESPONSIBILITIES EVEN FURTHER. SIMPLIFY YOUR LIFESTYLE SO THAT THE THINGS THAT ARE THE MOST IMPORTANT TO YOU GET THE GREATEST AMOUNT OF TIME AND THOUGHT.

____AS YOU GO THROUGH DIFFERENT GROWTH STAGES, MOVE AS QUICKLY AS POSSIBLE TO INCORPORATE THE NEW PARTS OF YOUR LIFESTYLE INTO YOUR CYCLE RESPONSIBILITIES. THEN GIVE YOURSELF SOME TIME TO ADJUST TO THE NEW ROUTINE BEFORE MAKING ANY OTHER MAJOR CHANGES IN YOUR LIFE.

____WATCH FOR SIGNS OF BOREDOM. TAKE THIS AS A CLUE THAT YOU ARE EITHER SLACKING OFF IN SOME AREA OF RESPONSIBILITY OR THAT YOU NEED TO GROW INTO SOME NEW AREA OF RESPONSIBILITY OR INTEREST. DO SOME READING ON THE CAUSES OF BOREDOM. (41

____IF YOU ARE IN AN ON-GOING OMNIOLOGY COURSE, YOUR OI WILL DIRECT YOU INTO THE NEXT PHASE OF YOUR WORK AT THIS POINT.

____IF YOU ARE DOING THE OMNIOLOGY COURSE ON YOUR OWN, YOU MIGHT DO ONE OF TWO THINGS.

A

YOU MIGHT NOW FOCUS ON THE LETTER DAY ACTIVITIES AND EXPLORE THE VARIOUS AREAS OF LIFETIME LEARNING SKILLS.

B

IF YOU ARE LOOKING FOR NEW DIRECTION AND MAJOR CHANGE IN YOUR LIFESTYLE, YOU MIGHT NOW WORK THROUGH THE MMT SERIES.

____IF THIS IS YOUR SECOND, THIRD, ETC. TIME THROUGH THE COURSE AND YOU HAVE DONE BOTH A AND B ABOVE, YOU MIGHT WISH TO USE SOME OF THE CLASS ACTIVITIES IN THE SUPPLEMENTAL MATERIALS SECTION TO GO THROUGH THE CYCLES AGAIN, OR YOU MIGHT CONSIDER THE THOUGHTS IN THE ESSAY ON "WAITING IS" (MMT 10)

____AT THE CONCLUSION OF YOUR FORMAL OMNIOLOGICAL STUDY, ALL MMT MATERIALS SHOULD BE IN CYCLE 1 AND ALL LETTER DAY MATERIALS IN CYCLE 6, AND EACH OF THE 10 CYCLES SHOULD RECEIVE "EQUAL TIME" IN YOUR PERSONAL LIFESTYLE PLANNING.

CYCLE REVIEW QUESTIONS

1. DO YOU NEED TO RE-EVALUATE YOUR GOALS FOR THE FUTURE, SO AS TO BETTER SPEND TIME WORKING FOR SOMETHING YOU REALLY WANT?

2. ARE ALL YOUR RECORDS UP-TO-DATE AND IN ORDER? IS THERE INFORMATION ABOUT YOURSELF THAT SHOULD BE RECORDED, UP-DATED, OR RECONSIDERED IN LIGHT OF YOUR NEW STATUS OR AGE? CAN YOU FIND THINGS WHEN YOU NEED THEM?

3. HAVE YOU RE-EVALUATED YOUR POSSESSIONS LATELY? ARE YOUR POSSESSIONS MANAGEABLE OR ARE YOU SPENDING VALUABLE TIME TAKING CARE OF THINGS YOU DON'T REALLY WANT OR NEED? ARE YOU TAKING PROPER CARE OF THE THINGS YOU CHERISH? IS YOUR WARDROBE UP TO DATE WITH YOUR LIFESTYLE?

4. ARE ALL YOUR CHORES DONE? IS THERE SOMETHING YOU ARE PUTTING OFF DOING? ARE THERE CHORES THAT YOU DO NOT LOOK FOWARD TO THAT COULD BECOME MORE PLEASANT WITH A LITTLE THOUGHT AND CHANGE OF TECHNIQUE?

5. DO YOU NEED TO REFLECT ON YOUR ATTITUDES? ARE YOU OVERTIRED, PUSHING YOURSELF TOO HARD, FAILING TO PUSH YOURSELF INTO SOMETHING YOU SHOULD DO, OR NEEDING TO SIT DOWN AND REFLECT ON THINGS IN GENERAL?

6. ARE YOU SEEKING TO LEARN "SOMETHING ABOUT EVERYTHING AND EVERYTHING ABOUT SOMETHING? ARE YOU ACTIVELY TRYING TO LEARN NEW THINGS, INCREASE YOUR SKILLS,+DEVELOP YOUR GIFTS AND TALENTE, AND SHARING YOUR KNOWLEDGE AND ABILITIES WITH OTHERS FOR MUTUAL BENEFIT?

(42

7. DO YOU NEED TO ENCOUNTER NEW PEOPLE WITH NEW IDEAS? DO YOU NEED TO SPEND TIME WITH YOUR FAMILY AND FRIENDS? DO YOU NEED TO TRY TO UNDERSTAND PEOPLE WITH WHOM YOU HAVE FREQUENT CONFLICTS? DO YOU NEED TO GET TO KNOW PEOPLE WHO SEEM TO BE VERY UNLIKE YOU?

8. ARE YOU TAKING TIME FOR PHYSICAL AND MENTAL RECREATION? ARE YOU EXERCISING YOUR BODY BY PARTICIPATING IN SPORTS, BODY MOVEMENT ACTIVITIES OR JUST GOING OUT TO PLAY? ARE YOU EXERCISING YOUR IMAGINATION, USING YOUR CREATIVE POWERS AND MAINTAINING A HEALTHY SENSE OF HUMOR?

9. ARE YOU MAKING TIME TO SPEND WITH MIND PEERS, PEOPLE WHO ARE YOUR "EQUALS" IN THOUGHT, FEELINGS, ABILITIES, ETC.? ARE YOU TAKING TIME TO FIND NEW MIND PEERS AS YOU GROW AND CHANGE?

10. HAVE YOU TAKEN TIME TO EVALUATE YOUR GOALS AND TO ASSESS YOUR PROGRESS? ARE YOU DEALING WITH STRESS AND BOREDOM? ARE YOU PLANNING FUTURE GOALS AND PROGRESS THAT IS IN KEEPING WITH WHAT YOU PERCEIVE TO BE YOUR LIFE PURPOSE? ARE YOU DEALING WITH "WAITING IS" AND CONSIDERING WHETHER IT MIGHT BE TIME TO "SURFACE"? (SEE MMT 10)

STUDENT COVER SHEET

LETTER DAY - A - IMAGINATION *

YOU WILL BE COLLECTING IN THIS SECTION THINGS THAT SEEM FASCINATING TO YOU, THINGS THAT ARE BAFFLING, STRANGE, UNEXPLAINABLE, WEIRD, AMUSING, CREATIVE, IMAGINATIVE, CHALLENGING TO YOUR INTELLECT, AND WHICH AROUSE YOUR CURIOSITY.YOU SHOULD NOTICE THINGS THAT AMAZE YOU AND THAT YOU CAN'T QUITE EXPLAIN. INCLUDE THOUGHTS ON HOW THE MIND WORKS, ESPECIALLY YOUR OWN, AND OPINIONS ON WHAT LIFE AND THE UNIVERSE MAY BE ABOUT THAT TAKE YOU BEYOND STANDARD PHILOSOPHY.

BEGIN TO CREATE THINGS THAT REQUIRE USE OF YOUR IMAGINATION AND CREATIVE ABILITIES THAT ARE COMPLETELY ORIGINAL. KEEP TRACK OF IDEAS FOR PROJECTS, INVENTIONS, STORIES, THEORIES, PUZZLES, ETC. AND PLAN TO WORK THESE INTO A SHARING PROJECT FOR YOUR GROUP OR THE "REAL WORLD".

AS PART OF YOUR A DAY ACTIVITIES YOU WILL BE LOOKING FOR MATERIALS THAT GIVE YOU EXPERIENCE IN SEEING BEYOND THE SURFACE OF THINGS, THAT CHALLENGE THE MIND TO SEE OLD THINGS IN NEW WAYS. THESE ACTIVITIES SHOULD EXERCISE ALL OF YOUR THINKING SKILLS, BEYOND THE THINGS THAT YOU CAN LEARN BY READING OR LISTENING OR EVEN DOING. YOUR A DAY ACTIVITIES SHOULD MAKE USE OF YOUR SPECIAL ABILITIES TO THINK AND REASON, IMAGINE AND CREATE. (43

YOU SHOULD PERIODICALLY EVALUATE THE THINGS THAT YOUR ARE STORING IN YOUR A DAY SECTION TO SEE IF PERHAPS THEY ARE CLUES TO YOUR SPECIAL GIFTS OR TALENTS. IF YOU ARE WILLING TO SHARE THESE THINGS,YOU MAY FIND THAT THEY PROVIDE LINKS TO MIND PEERS. YOU MAY BE ABLE TO APPLY YOUR CREATIVITY AND IMAGINATION TO OTHER ASPECTS OF YOUR LIFESTYLE TO MAKE IT MORE EFFICIENT AND/OR ENJOYABLE.

*NOTE: The Letter Day Activities will be used extensively in school courses. Your OI will instruct you as to how to use them.

If you are doing the course on your own, the Letter Day materials will be stored in Cycle 6 - Education,after you have worked through the ten Cycle Themes for the first time. For the school student they represent a major portion of the individual's lifestyling tasks. For the non-school student, space for personal education, though necessary, is more of a luxury as far as time and depth of involvement. Therefore, in the completed Omniology Notebook, the Letter Day materials, stored in Cycle 6 will receive no more weight than the other Cycle Themes. It should be noted, however, how the skills developed through the Letter Day tasks and activities are used in every aspect of Omniological Lifestyling.

SUPPLEMENTAL
MATERIALS
FOR
OMNIOLOGY
INSTRUCTORS *

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*PARENTS, CLASSROOM TEACHERS, FOSTER CARE WORKERS, ADOPTING PARENTS, PREFECTS, DEANS OF STUDENTS, COUNSELORS, THERAPISTS, WORKERS IN HALFWAY HOUSES AND THERAPUTIC COMMUNITIES, DAY CARE WORKERS, RUNAWAY CENTER WORKERS, WOMEN'S CENTER WORKERS, COLLEGE ORIENTATION WORKERS, ETC.

CYCLE 1 - CLASS ACTIVITIES

SUGGESTED PROCEDURES FOR INSTRUCTORS

_____READ THROUGH THE ENTIRE STUDENT PACKET AND THE SUPPLEMENTAL TEACHING MATERIALS.

_____BECOME FAMILIAR WITH THE JARGON OF THE COURSE AND WITH THE MAJOR TOPICS AND ACTIVITIES. THINK ABOUT HOW YOUR OWN LIFESTYLE PARALLELS THE COURSE AND CHECK THE VALIDITY OF THE ACTIVITIES FOR COMPETENT ADULT LIFESTYLING. MAKE ANY MODIFICATIONS THAT YOU NEED TO FEEL COMFORTABLE WITH THE COURSE.

_____BEGIN TO COLLECT MATERIALS AND IDEAS THAT YOU THINK MIGHT BE USEFUL AT SOME POINT IN THE COURSE.

_____OBTAIN STUDENT PACKETS FOR EACH STUDENT IN YOUR COURSE. THESE INCLUDE ALL THE COVER SHEETS, BASIC TASKS, AND MMT SHEETS. (TOP PAGE NO

_____BEGIN TO PLAN OUT A TIME SCHEDULE FOR YOUR COURSE. BECAUSE THIS COURSE WAS DESIGNED TO BE USED IN FAMILIES, THERAPUTIC COMMUNITIES, SCOUT TROOPS, PUBLIC AND PRIVATE SCHOOLS, AND A HOST OF OTHER PLACES, SEVERAL FORMATS CAN BE SUGGESTED FOR USING ALL OR PART OF THE PROGRAM. SOME ALTERNATIVE PLANS ARE INCLUDED IN THE SUPPLEMENTAL MATERIALS SECTION. THE PLAN BELOW IS SUGGESTED FOR YEAR-LONG, SCHOOL PROGRAMS THAT MEET EVERY DAY.

_____TAKE YOUR TIME GETTING STARTED SO THAT STUDENTS UNDERSTAND THE FRAMEWORK OF THE COURSE, HAVE TIME TO GATHER PROPER MATERIALS, AND GET TO KNOW EACH OTHER WELL ENOUGH TO FORM THE NECESSARY PEER GROUP.

3 DAYS: -Get background data on students.
-Explain the purpose and philosophy of the course.
-Give out the list of required supplies (Cycle 1 Task sheet)
-Have students meet each other and do some exercises that will give them background on each other. Build trust.
-Discuss evaluation and the use of the notebook
-Brainstorm the areas of adult responsibility that they think might be included in the course.

16 DAYS: On each day, hand out one of the ten Cycle Theme cover sheets and then each of the Letter Day cover sheets A-J. Spend each day talking about the theme. Place it in the notebook after the correct divider tab. Discuss the theme and decide why it is important. Have them try to guess what basic activities might be forthcoming. Have them submit lists and keep these for your own reference. Explain that students should begin collecting their own materials under each of the Letter Day headings as directed on the cover sheets.

CYCLE 1 - SUGGESTED PROCEDURES (Cont'd)

90 DAYS: Go through the Cycles again, this time planning to spend ten days on each Theme. However, you will only spend four full class periods on the Cycle Theme Activities themselves.

On a calendar, you will mark out the 90 days to be used for this phase of the course (school days only). You will letter each day, A,B,C,D,E,F,G,H,I,J,.

On the first A Day you will give out the Basic Tasks sheet for A Day and plan some activity that will give students practice in the skills to be learned under that heading.

On B Day you will give out the Basic Tasks sheet for Cycle 2.(Cycle 1 is all organizational this first time through and you will have completed all that by this time.) You will spend B and C Days working on tasks from Cycle 2.

On D Day, you will give out the Basic Tasks sheet for D Day and plan a D Day activity from the lists.

On E Day and F Days you will likewise give out the Basic Tasks sheets and plan appropriate activities.

On G and H Days you will again return to the Cycle 2 Theme and complete additional work in that section.

On I and J Days you will follow the same procedure as for the other days. On J Day you will want to give an evaluation that will determine whether students have gotten to know their classmates somewhat and whether they have mastered the Cycle Theme and Letter Day topics, for example.

On the next day after J Day you will go on to A Day again and plan an appropriate activity.

On B and C Days, and the following G and H Days, you will deal with the Cycle 3 Theme and activities.

And so on....... An OI Planning Sheet has been included here to help you. You might want to make nine copies of it and begin to map out the nine Cycles (2-10), of 10 days each, as you go along.

50 DAYS: After students have mastered the Cycle Themes, you will want to take them through the MMT materials. This is an exploratory program designed to get students involved in a tangible way with at least one of the dreams that they hold for their lifetimes.

If students are weary of the A through J Day structure of the last 90 days, you may decide to drop that pattern and go through the MMT materials day by day, bringing in Letter Day skills and requirements only as you need or

CYCLE 1 - SUGGESTED PROCEDURE (Cont'd)

WANT THEM. Otherwise, you should continue the A through J cycle pattern and do the MMT activities on B,C,G, and H days over a period of five cycles (ten weeks).

Remind students in this phase that the MMT materials may be used over and over again throughout their lives as they come to transition periods, However, this introspection must be limited to Cycle 1 and given only equal time with all the other cycle responsibilities.

REMAINING TIME:

Be sure that the students know the ten areas of adult responsibility and the six areas of learning skills and that they understand the on-going nature of the MMT series. Be sure that they've included the MMT materials in Cycle 1 and have put all the letter day materials under Cycle 6. Have them recognize how the Letter Day Activities are related to all of the various Cycle Themes in different ways. Emphasize how a good education, incorporating all of these aspects of learning, should assist us in all of our life experiences.

In the remaining course time, have students evaluate their personal lifestyles to determine where they need to spend more time. Have them determine which educational skills they can use to balance their activities and eliminate weaknesses. Have them set specific self-improvement goals for the remainder of the class time. Have them make "public" statements to the group as to what they plan to accomplish and make them accountable for progress reports to the group with evidence of the progress they have made.

One of the goals of the course is to make students independent lifetime learners, able to direct their time and their learning to their own best advantage. Hopefully, by this time in the course students will have picked up on individual or group projects and activities which they will want to continue during this time frame.

If students do not take the initiative to create their own productive activities during this time, the OI should go back to Cycle 2 (having just completed the MMT series which is Cycle 1) and go into each cycle theme in greater depth and detail. The older the students, the more important it will be to give them as much practical information about independent lifestyling as possible.

IMPORTANT NOTE: SINCE THE BASIC TASKS WERE DESIGNED TO BE USED BY INDIVIDUALS TAKING THE COURSE BY THEMSELVES, OCCASIONALLY COMPLETED LISTS AND FORMS HAVE BEEN INCLUDED IN THE STUDENT PACKETS. (CYCLE 2-4, FOR EXAMPLE). IF YOU WANT STUDENTS TO USE CLASS TIME TO CREATE THESE FORMS FOR THEMSELVES, BE SURE TO REMOVE THESE WHEN YOU'RE HANDING OUT STUDENT MATERIALS, AND EXPLAIN TO STUDENTS THE SLIGHT CHANGE IN THEIR BASIC TASK INSTRUCTIONS WITH REGARD TO THESE PREPARED FORMS.

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OI PLANNING SHEET CYCLE # ____ CYCLE THEME ________________

A DAY

puzzles ____________

problems ____________

things to share ____________

creating ____________

imagine ____________

B/C DAYS

cover topic ____________

Basic tasks ____________

Special activities ____________

D DAY

sharing info ____________

Skills to practice ____________

school and work standards to discuss ____________

E DAY

share ideas ____________

teach technique ____________

student presenter ____________

F DAY

Field trip ____________

game ____________

discussion ____________

visitor ____________

event ____________

G/H DAYS

cover topic ____________

activities ____________

sharing examples ____________

I DAY

quote or reading ____________

values exercise ____________

debate or discussion topic ____________

J DAY

self evaluation- ____________

prepared quiz ____________

notebook check ____________

questionnaire ____________

essay question ____________

SM 4

THE OI SHOULD FEEL FREE TO ALTER THE ABOVE AS NEED BE TO FIT THE STUDENTS AND TIME SCHEDULE OF THE COURSE. SOME ACTIVITIES MAY BE MORE POPULAR, USEFUL, PRACTICAL THAN OTHERS.

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ADDITIONAL ORGANIZATIONAL POSSIBILITIES

FULL COURSE

Purpose: 20 week course for schools for health, family living, drug prevention, gifted. (May be repeated in greater depth for 40 week course)

Materials: Cover sheets 1,2,3,4,5,6,7,8,9,10, A,D,E,F,I,J
Basic Tasks after cover sheets
Class activities after cover sheets
MMT sheets

Procedure: (Assign letters to all the days of the course, A-J and then beginning with A again. See course materials.)

A - A Day activities - imagination, creativity
B - Cycle 1 activities first two weeks, Cycle 2 activities
C next two weeks, Cycle 3 activities next two weeks, etc.
D - D Day activities - skills, competence
E - E Day activities - sharing knowledge, interests
F - F Day activities - peer group activities, recreation
G - MMT 1 first two weeks, MMT 2 second two weeks, MMT 3
H third two weeks, etc.
I - I Day activities - discussion, idea and opinion exchange
J - J Day activities - evaluation

NOTE: See "OI Planning sheet" and "Omniological Jargon".

ABBREVIATED COURSE

Purpose: classroom or group activities for club, family, special program, for any length of time.

Materials: Cover sheets A,D,E,F,I,J,
Basic tasks after cover sheets
Class activities after cover sheets

Procedure: a) Devote each meeting to one of the letter days' activities.
OR b) Plan activities from several or all of the letter days for each meeting.
c) Cycle theme activities can be worked into the letter day activities according to the following plan.
A Day - Cycle 6 and 8, creative thinking and recreation
D Day - Cycles 2,3,4, responsibilities
E Day - Cycle 6 interests
F Day - Cycle 8, physical recreation
Cycle 7, reaching out to new people
Cycle 9, doing things with mind peers
I Day - Cycle 5, attitudes
Cycle 7, sharing values
Cycle 9, finding mind peers
J Day - Cycle 1,10, planning and evaluating
d) MMT series materials can be worked into J Day activities as a journal writing exercise.

Note: You may want to use the Letter Day parts of the "OI Planning Sheet".

INDIVIDUALIZED COURSE

Purpose: For the private individual who wishes to organize, expand, or explore his lifestyle.

Materials: Cover sheets 1-10 and Basic tasks
Cover sheets A, D, E, F, I, J and Basic tasks
MMT sheets

Procedure:
a) Use the cycle cover sheets and basic tasks to balance out activities and meet all basic chores of a lifestyle
b) Use letter day cover sheets to branch out into new activities and develop new lifestyling skills
c) Use the MMT sheets to think through new goals and life plans.

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CYCLE 2 - CLASS ACTIVITIES

____FIND ARTICLES THAT SUGGEST HOW ONE SHOULD ORGANIZE ONE'S PERSONAL RECORDS AND DOCUMENTS. LAWYERS AND BANKS USUALLY HAVE THESE.

____HAVE STUDENTS COMPILE A "PERSONAL DOCUMENTS INVENTORY" OF ALL THE IMPORTANT DOCUMENTS THAT THEY WILL BE RESPONSIBLE FOR IN THEIR LIFETIMES. PROVIDE EACH STUDENT WITH A CLASS-COMPILED COPY.

____HAVE STUDENTS MAKE XEROX COPIES OF ALL THEIR IMPORTANT DOCUMENTS. HAVE THEM INVEST IN A FIREPROOF BOX FOR THE ORIGINALS AND HAVE THEM PLACE THE COPY IN THEIR OMNIOLOGY NOTEBOOK.

____HAVE STUDENTS MAKE ADDITIONAL INFORMATION SHEETS FOR ALL THE INFORMATI THEY MIGHT NEED THAT ISN'T FOUND IN AN ALREADY-EXISTING DOCUMENT. THEIR TITLES SHOULD INCLUDE:

PERSONAL IDENTIFICATION
HEALTH RECORDS
FINANCES
INCOME TAX RECORDS
AUTOMOBILE RECORDS
HOUSE AND PROPERTY RECORDS
POSSESSIONS INVENTORIES
INFORMATION ON PARENTS OR OTHER DEPENDENTS IN THEIR FUTURE.

____HAVE STUDENTS COMPILE A RESOURCE-CONTACT FILE WITH NAMES AND ADDRESSES OF IMPORTANT PEOPLE SUCH AS LAWYERS, INSURANCE AGENTS, REPAIRMENT, EMERGENCY SERVICES, ETC.

____HAVE STUDENTS COMPILE RESOURCE/CONTACT FILES (OR BUY ADDRESS BOOKS) FOR KEEPING TRACK OF FAMILY AND FRIENDS AS WELL AS BUSINESS CONTACTS OR IMPORTANT ADDRESSES RELATING TO ~~THEIR~~ CAREER, OR INTEREST AREA.

____HAVE STUDENTS COMPILE A LIST OF EMERGENCY PHONE NUMBERS FOR USE IN THEIR HOMES. HAVE THEM DESIGN A SIMPLE CHART AND REPRODUCE IT FOR EVERYONE. HAVE EACH STUDENT ENTER THE NAMES AND NUMBERS OF THEIR DOCTORS, FIRE DEPT., AMBULANCE, ETC. AND KEEP A COPY BY THE PHONE AT HOME.

____HAVE STUDENTS DESIGN A FLYER FOR OTHER STUDENTS OR CO-WORKERS WITH LOCAL EMERGENCY RESOURCES AND PHONE NUMBERS. INCLUDE RESOURCES FOR SUICIDE, DRUG OD, PREGNANCY, RUNAWAYS, COUNSELING, ETC. IF STUDENTS ARE AMBITIOUS AND INTERESTED, INCLUDE BASIC INFORMATION ON EACH TOPIC IN THE FLYER.

____HAVE STUDENTS BEGIN TO KEEP A CALENDAR FOR REMEMBERING IMPORTANT EVENT AND OBLIGATIONS.. HAVE THEM LEARN TO RECORD APPOINTMENTS, MEETINGS, ANNUAL EVENTS SUCH AS AUTO INSPECTION AND CLEANING OUT THE OIL BURNER, AND A RECORD OF WHEN MAJOR BILLS COME DUE.

____HAVE STUDENTS EXPLORE THE LIBRARY, TELEPHONE BOOK, LOCAL STORES, AND BOOKSTORES FOR SOURCES OF INFORMATION THAT WILL HELP THEM WITH EVERYDAY LIVING TASKS. INTRODUCE THEM TO HOME REPAIR GUIDES AND SYLVIA PORTER'S MONEY BOOK.

_____BUY A BOOK OF RESUMÉS AND CREATE A BASIC RESUMÉ ABOUT YOURSELF THAT YOU MIGHT USE TO APPLY FOR A JOB. INCLUDE YOUR EXPERIENCES ACCOMPLISHMENT WORK BACKGROUND, COMPETENCIES, INTERESTS, EDUCATION (GRADES) ETC. IF POSSIBLE SEND IT TO A PROSPECTIVE EMPLOYER IN A JOB YOU'D LIKE TO HAVE SOMEDAY. ASK HIM TO TELL YOU WHERE YOUR STRENGTHS AND WEAKNESSES LIE.

_____CREATE A SCRAPBOOK AND "TROPHY" CASE OF ALL THE THINGS YOU ARE PROUD OF. TRY TO EARN RECOGNITION FOR THINGS THAT CARRY RESPECT AND VALUE IN THE ADULT WORLD. BEGIN TO NOTICE WHAT THINGS YOU PRIZE. THEY ARE CLUES TO YOUR GIFT.

_____APPLY FOR A DUPLICATE BIRTH CERTIFICATE, A SOCIAL SECURITY NUMBER, A SAVINGS ACCOUNT, WORKING PAPERS, ETC. SO AS TO HAVE PRACTICE [illegible] FILLING OUT FORMS AND KEEPING RECORDS.

_____COLLECT APPLICATIONS AND FORMS FROM A VARIETY OF SOURCES. COMPILE ALL THE INFORMATION ASKED FOR AND COMPILE A "SUPER FORM". FILL IT OUT FOR YOURSELF AND KEEP IT ON HAND AS A RECORD OF ALL THE INFORMATION ANYONE WOULD EVER ASK YOU FOR.

_____RESEARCH THE SOCIAL SECURITY SYSTEM.

_____PRACTICE FILLING OUT INCOME TAX FORMS. GET THE LEFTOVER FORMS AND BOOKLETS AT A BANK OR POST OFFICE AFTER APRIL 15. MAKE UP A SALARY AND DEDUCTIONS FOR YOURSELF.

_____LEARN ABOUT ALL THE TYPES OF INSURANCE THAT ADULTS HAVE TO KNOW ABOUT. RESEARCH LIFE, HEALTH, HOMEOWNERS, AUTOMOBILE, AND ANY OTHER TYPES OF INSURANCE YOU COME ACROSS.

_____START A GLOSSARY OF TERMS REGARDING BANKING, HOUSING, INSURANCE, CONSUMERISM, LOANS, INVESTMENTS, ETC.

_____FIND OUT ALL THERE IS TO KNOW ABOUT RENTING AN APARTMENT, BUYING A HOUSE, OR BUYING A CAR.

_____FIND OUT ABOUT WILLS AND MAKE ONE OUT.

_____PLAN YOUR OWN FUNERAL AND, AS A SERVICE TO YOUR FAMILY, GET A FOLDER FROM A FUNERAL HOME AND MAKE AS MANY DECISIONS AS YOU CAN YOURSELF.

_____FIND OUT ABOUT LAWYER REFERRAL SERVICES. LOOK FOR A LAWYER TO CALL YOUR OWN-BEFORE YOU NEED ONE.

_____FIND OUT ABOUT YOUR RIGHTS AS A CITIZEN. CONTACT THE AMERICAN CIVIL LIBERTIES UNION AND FIND OUT ABOUT YOUR RIGHTS UNDER THE LAW.

_____CREATE OR FIND A CHART ON WHAT TO DO IN CASE OF POISONING, OR OVERDOSE, OR ANY OTHER FIRST AID EMERGENCY.

_____FIND OUT HOW TO KEEP A BUDGET FOR YOUR WHOLE HOUSEHOLD. FIND OUT HOW OTHERS DO IT AND CHOOSE A SIMPLE BUT EFFECTIVE METHOD.

_____LEARN ABOUT SAVINGS PLANS, BONDS, CERTIFICATES, AND OTHER PLANS FOR INVESTING YOUR MONEY. FIND A BANKER YOU CAN TRUST.

_____LEARN TO KEEP A CHECKBOOK.

_____EDUCATE YOURSELF ON THE UPKEEP OF AN AUTOMOBILE. FIND OUT HOW TO DO BASIC MAINTENANCE AND WHAT RECORDS TO HAVE IN AN EMERGENCY.

CYCLE 3 - CLASS ACTIVITIES

_____IF YOU WERE TOTALLY ALONE ON EARTH WITHOUT FRIENDS OR FAMILY AND EVERYTHING YOU NOW OWN WERE TAKEN FROM YOU INCLUDING EVERY PEICE OF CLOTHING, WHAT 50 ITEMS WOULD YOU SEEK TO ACQUIRE? (EACH PIECE OF CLOTHING YOU SELECT COUNTS AS ONE ITEM.)

_____COLLECT ARTICLES AND READINGS RELATED TO PHILOSOPHIES ABOUT POSSESSIONS.
  - "WORLDLINESS" BY JOHN COYNE AND TOM HEBERT IN THIS WAY OUT, New York, EP Dutton and Co.,Inc., 1972 p106-108.
  - Articles in women's magazines.

_____HAVE STUDENTS MAKE A COMPLETE LIST OF ESSENTIAL CLOTHING AND GEAR THAT THEY WOULD NEED TO TRAVEL AROUND THE WORLD. IF THEY HAVE TROUBLE, PROVIDE THEM WITH LISTS FROM CAMPS, TRAVEL PROGRAMS, ETC, FROM WHICH TO WORK.

_____HAVE THEM SCALE DOWN THEIR LIST TO JUST WHAT THEY COULD CARRY, BUT BE SURE THAT THEY HAVE INCLUDED WHAT THEY WOULD NEED FOR A VARIETY OF SITUATIONS. THEY SHOULD LEARN THAT THEY CAN BE CREATIVE AND USE ONE OBJECT FOR SEVERAL PURPOSES.

_____HAVE STUDENTS EXPAND THEIR LIST TO THE THINGS THAT THEY WOULD HAVE IN THEIR WARDROBE LIVING AT HOME THAT THEY WOULD NOT NEED "ON THE ROAD". MAKE SURE THAT THEY INCLUDE CLOTHING FOR DIFFERENT SEASONS IN THEIR OWN PART OF THE COUNTRY.

_____HAVE STUDENTS CREATE A LAUNDRY PLAN FOR THEIR WARDROBE AND LEARN TO CARE FOR AND REPAIR THEIR THINGS. HAVE THEM NOTE NAMES AND ADDRESSES OF STORES WHERE THEY CAN GET GOOD PRODUCTS AT GOOD PRICES TO FIT THEIR BODY SHAPE AND BUDGET.

_____HAVE STUDENTS PLAN A TRI-MONTHLY CLEAN-OUT OF THEIR CLOSETS AND DRAWERS. HAVE THEM CREATE BUYING PLANS FOR THE NEXT YEAR FOR THINGS THEY NEED AND HAVE THEM FIND A WAY OF PUTTING ASIDE EXTRAS THAT THEY SHOULD SAVE AND NOT USE RIGHT AWAY. HAVE THEM BECOME FAMILIAR WITH WAYS OF DONATING ARTICLES THAT THEY CANNOT GIVE TO FAMILY OR FRIENDS SO AS TO BE ABLE TO CLAIM A TAX DEDUCTION.

_____HAVE STUDENTS CREATE A COMPREHENSIVE LIST OF ITEMS THAT THEY WOULD NEED TO SET UP AN APRRTMENT. HAVE THEM PRICE ALL ITEMS AND APPROXIMATE THE COST OF "MOVING OUT". ENCOURAGE THEM TO BEGIN TO GATHER TOGETHER SMALL ITEMS IF THEY ARE PLANNING TO MOVE AWAY FROM HOME SOOM. (THESE LISTS CAN BE USED FOR IDEAS FOR WEDDING GIFTS, ALSO.)

_____HAVE STUDENTS CREATE A LIST OF THEIR MAJOR POSSESSIONS WITH ALL THE INFORMATION THEY WOULD NEED TO INSURE THE ITEMS OR TO PRODUCE IN CASE OF THEFT. INCLUDE THIS LIST WITH CYCLE TWO FORMS.

CYCLE 4 - CLASS ACTIVITIES

_____COLLECT AND DISCUSS ARTICLES ON EFFICIENT TIME MANAGEMENT AND THE ADVANTAGE OF ORGANIZING ONE'S DAY IN ORDER TO USE TIME MOST EFFECTIVELY.

_____BRAINSTORM THE CHORES THAT AN ADULT HAS TO DO WITH REGARD TO THE FOLLOWING: PERSONAL HYGIENE, FOOD, CLOTHING, SHELTER, TRANSPORTATION, MONEY, AND WORK OR SCHOOL.

_____MAKE A DETAILED LIST OF ALL THE CHORES YOU FORESEE YOURSELF HAVING TO DO IF YOU WERE LIVING ON YOUR OWN. (YOU MUST ASSUME RESPONSIBILITY FOR ALL CHORES THAT AFFECT YOU AND YOU ARE NOT ALLOWED TO SAY THAT SOMEONE ELSE (WIFE, HUSBAND, PARENT, HIRED HELP, ETC.) WOULD DO THEM.)

_____MAKE UP A SCHEDULE FOR ACCOMPLISHING THESE CHORES ON A DAILY, WEEKLY, MONTHLY, YEARLY, OR SEASONALLY BASIS, AS EACH APPLIES.

_____THINK ABOUT HOW YOU WILL GET ALL THESE THINGS DONE AND STILL HAVE TIME FOR FAVORITE ACTIVITIES. SEARCH FOR AND DISCUSS TIME-SAVING TECHNIQUES, DISCUSS ADVANCE PLANNING, SYSTEMS, ORGANIZATION, AND SELF-DISCIPLINE. INTERVIEW BUSY PEOPLE TO SEE HOW THEY DO IT ALL.

_____GET TO KNOW YOUR HOME OR APARTMENT BUILDING. WITH YOUR PARENTS OR LANDLORD'S HELP, FIND OUT ABOUT FUSE BOXES, WATER VALVES, SEPTIC SYSTEMS, ELECTRICAL LINES, TELEPHONE LINES, PUMPS, HEATING SYSTEM, ETC.

_____LOOK FOR AND SHARE INFORMATION ON CLOTHING CARE, FOOD STORAGE AND PREPARATION, AUTO MAINTENCANCE, CLEANING PRODUCTS AND TOOLS, DIET AND EXERCISE, HOME REPAIRS, USE OF TOOLS, ETC.

_____PERSONAL TASKS:
__CREATE A CHECKLIST OF ALL PERSONAL HYGIENE TASKS BY DAY, WEEK, AND YEAR. FOLLOW YOUR PLAN.
__PLAN AND CARRY OUT A PROGRAM OF EXERCISE, REST, AND RECREATION.

_____FOOD TASKS:
__CREATE A BALANCED MEAL PLAN FOR ONE WEEK.
__CREATE A BASIC SHOPPING LIST FOR ONE WEEK WITH ALL ITEMS GROUPED ON THE LIST AS THEY ARE GROUPED IN THE STORE FOR EASY LOCATING.
__COLLECT INFORMATION ON SAFE STORAGE OF FOOD, HEALTHY RECIPES, AND NUTRITION INFORMATION.

_____CLOTHING
__PLAN CLOTHING AND WASHABLES INTO EVEN LAUNDRY PILES. SCHEDULE TIME TO DO LAUNDRY. PLAN TO CONSIDER WASH CATEGORIES WHEN BUYING CLOTHING AND LINENS.
__PLAN A SCHEDULE OF CLOTHING CHORES INCLUDING BUYING, REPAIRING, CLEANING, AND DEGLUTTING.

_____SHELTER
__MAKE A COMPREHENSIVE LIST OF ALL INDOOR AND OUTDOOR CHORES TO BE DONE DAILY, WEEKLY, AND SEASONALLY. STICK TO THE PLAN FOR A YEAR.
__BECOME COMPETENT AND EFFICIENT IN ALL CHORES TO BE DONE IN YOUR HOME.
__LOOK FOR WAYS TO CUT DOWN ON CHORE TIME.

_____TRANSPORTATION

__CREATE A CHECKLIST OF CAR CARE CHORES THAT YOU CAN DO. LEARN TO DO THEM AND CREATE A SCHEDULE FOR UPKEEP.

__CREATE A LIST OF ITEMS THAT MUST BE CHECKED BY A MECHANIC. MAKE NOTES AND KEEP A LIST OF RELIABLE PEOPLE.

__SCHEDULE THE CARE OF OTHER VEHICLES THAT YOU OR YOUR FAMILY OWN - BIKES, MOWERS, TRACTORS,SNOWMOBILES,ETC.

__GATHER INFORMATION REGARDING LAWS, INSURANCE, LICENSES, ETC. FOR THESE.

_____MONEY

__CREATE A BUDGET INCLUDING YOUR INCOME AND ALL HOUSEHOLD AND PERSONAL EXPENSES.

__CREATE A SCHEDULE OF MONEY CHORES (PAYING BILLS, BANKING, BALANCING CHECKBOOK) AND LEARN TO BECOME EFFICIENT AND ACCURATE IN ALL MONEY MATTE

__COLLECT INFORMATION ON HOW TO SAVE AND INVEST YOUR MONEY.

_____SCHOOL AND WORK

__IF YOU ARE A STUDENT, SET ASIDE SUFFICIENT TIME EACH DAY TO WORK ON DAILY AND LONG-TERM ASSIGNMENTS, AND TO STUDY NOTES AND PREVIOUS MATERIALS FOR ALL COURSES.

__IF YOU ARE WORKING, MAKE YOUR WORK TIME AN IMPORTANT PART OF YOUR DAY. ARRIVE EARLY AND LEAVE TIME TO PREPARE YOURSELF AND ORGANIZE YOUR WORK SCHEDULE. PLAN TO WORK EFFICIENTLY FOR THE ENTIRE DAY.

_____SCHEDULING

__BECOME MORE AND MORE DISCIPLINED IN MEETING ALL YOUR CHORE RESPONSIBILITIES AND DOING THEM WELL.

__MAKE SURE THAT YOUR CHORES ARE ONLY ONE/TENTH OF YOUR ACTIVITIES (SEE CYCLE THEMES). LEARN TO BALANCE.

CYCLE 5 - CLASS ACTIVITIES

_____LOOK FOR QUOTES AND READINGS THAT EXPLAIN HUMAN FEELINGS OR THAT COMMENT ON THEM IN SOME WAY. LOOK FOR A SENSE OF HUMOR ABOUT THE HUMAN CONDITION.

_____HAVE STUDENTS EXPLORE THE VARIOUS EXPLANATIONS FOR MOOD SWINGS AND CHANG IN FEELINGS. (SLEEP, DIET, EXERCISE, OTHER PEOPLE WITH POSITIVE AND NEGATIVE ATTITUDES, STRESS, LIFE CRISES, CHEMICAL CHANGES WITH BODY GROWTH AND AGING, MASLOW'S HIERARCHY OF HUMAN NEEDS,ETC.)

_____"ALEXITHYMIA", A NEW WORD COINED BY DR. PETER SIFNEOS, DESCRIBES AN ILLNESS CAUSED BY A LACK OF WORDS TO EXPRESS FEELINGS. HAVE STUDENTS COMPILE A LIST OF WORDS FOR FEELINGS FROM THE DICTIONARY. THEN HAVE THEM IDENTIFY SITUATION IN WHICH THEY WOULD FEEL CERTAIN WAYS. HAVE THEM REFINE THEIR CONCEPTS OF DIFFERENT FEELINGS TO FIT THE WORDS THEY FIND.

_____HAVE STUDENTS SHARE THE WAYS IN WHICH THEY HAVE DEALT EFFECTIVELY WITH STRONG FEELINGS (ANGER, DEPRESSION, FEAR, JEALOUSY, FRUSTRATION, ETC.)

_____HAVE STUDENTS BEGIN TO SENSITIZE THEMSELVES TO THE FEELINGS OF OTHERS. HAVE THEM GET TO KNOW PEOPLE WHO ARE CONSIDERED VERY "SENSITIVE". WHAT DOES THIS MEAN? HOW CAN THEY LEARN TO BE MORE GENTLE IN CONSIDERING THE FEELINGS OF OTHERS?

_____HAVE STUDENTS EXPLORE THE DAMAGE THAT CAN BE DONE BY PEOPLE WHO ARE INSENSITIVE TO THE FEELINGS OF OTHERS.

_____HAVE STUDENTS DO A STUDY ON SUICIDE. EXPLORE REASONS WHY PEOPLE COMMIT SUICIDE AND WHAT IS DONE TO HELP POTENTIAL SUICIDES. WHAT CAN THEY DO TO HELP A PEER?

_____HAVE STUDENTS DISCUSS EXPERIENCES THEY'VE HAD IN HAVING TO DEFEND THEMSELVES AGAINST OTHERS WHO TOLD THEM THAT THEY OR THEIR IDEAS, BELIEFS, OPINIONS, ETC, WERE STUPID, WRONG, WORTHLESS, ETC.

_____HAVE STUDENTS EXPLORE THE CONFLICTS THAT MAN FACES: MAN VS MAN: MAN VS, NATURE; MAN VS SELF: MAN VS. SOCIETY; MAN VS. FATE: HAVE THEM DISCUSS EXAMPLES OF MAN HAVING TO STRIVE FOR WHAT HE BELIEVES LIFE SHOULD BE,AND FOR PSYCHOLOGICAL AS WELL AS PHYSICAL SURVIVAL, DEALING WITH FEELINGS OF BEING HUNTED, BEING HURT, LOSING THINGS HE CONSIDERS IMPORTANT, AND DECIDING WHETHER HE WILL BASE HIS LIFE ON DISCONTENTED SECURITY OR SELF-CONFIDENT RISK.

_____"DECIDE HOW YOU FEEL AND THEN DO WHAT YOU HAVE TO DO ANYWAY." HAVE STUDENTS EXPLORE THE VARIOUS DEMANDS THAT WILL BE PUT ON THEM AS THEY GROW UP. HAVE THEM DECIDE HOW THEY WILL MEET THE DEMANDS OF THE ADULT WORLD WHEN IT IS INCONVENIENT, UNCOMFORTABLE, OR "NOT FUN".

_____HAVE LOCAL HOT LINE PEOPLE COME AND GIVE THE GROUP A SESSION IN GOOD LISTENING TECHNIQUES.

_____HAVE STUDENTS DISCUSS TIMES WHEN IT WOULD BE BETTER NOT TO DISCUSS THEIR FEELINGS. HAVE THEM THINK OF WAYS THAT THEY MIGHT BETTER WORK OUT PROBLEMS IN SOME OTHER WAY DURING SUCH TIMES.(JOURNAL WRITING, MEDITATIO

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_____INTRODUCE STUDENTS TO THE WISDOM OF THE I CHING AND TO THE ESSAYS OF RALPH WALDO EMERSON, ESPECIALLY SELF-RELIANCE.

_____HAVE STUDENTS DISCUSS WHAT THOUGHTS MAKE THEM FEEL HAPPY, OPTIMISTIC, POSITIVE, AND GENERALLY CONTENT WITH THE WORLD. HAVE THEM DISCUSS "AS A MAN THINKETH, SO IS HE" AND " A MAN IS JUST ABOUT AS HAPPY AS HE MAKES UP HIS MIND TO BE."

_____HAVE STUDENTS LEARN TO WORK TOGETHER AS A SUPPORT GROUP. HELP THEM TO UNDERSTAND HOW TO BE SUPPORTIVE WITHOUT BEING "NOSEY," AND HOW TO PROTECT EACH OTHER FROM FEAR OF GOSSIP AND BREAKING OF CONFIDENCES.

_____ENCOURAGE STUDENTS TO EXPLORE AND SEEK DEEPER UNDERSTANDING OF THE RELIGIOUS BELIEFS OF THEIR PARENTS AND FAMILIES. IF THEY DO NOT ACCEPT A PARTICULAR RELIGION OR PHILOSOPHY, HAVE THEM EXPLORE WHAT VARIOUS BELIEF SYSTEMS MEAN TO THOSE WHO DO FIND SUCH SYSTEMS IMPORTANT OR USEFUL.

CYCLE 6 - CLASS ACTIVITIES

_____REINFORCE THE IDEA THAT LEARNING IS A LIFETIME ACTIVITY. A STUDENT'S CYCLE 6 DEALS PRIMARILY WITH HIS SCHOOLWORK. AN ADULT'S CYCLE 6 DEALS WITH HIS CAREER, IN WHICH HE SHOULD CONTINUE TO GROW AND LEARN.

_____CYCLE 6, EDUCATION, IS ALSO THE MEANS BY WHICH ADULTS KEEP THEMSELVES CURRENT WITH WHAT'S GOING ON IN THE WORLD, MAKE THEMSELVES INTERESTING CONVERSATIONALISTS, AND KEEP THEMSELVES INTERESTED IN DAILY LIFE.

_____GET STUDENTS USED TO THE IDEA THAT,WHILE THEY MAY THINK OF CYCLE 6 AS DEALING WITH ALL THE BILLIONS OF TOPICS AND BITS OF INFORMATION THAT ENABLE THEM TO KNOW SOMETHING ABOUT EVERYTHING AND EVERYTHING ABOUT SOMETHING,CYCLE 6 WILL, AT THE END OF THE COURSE, CONTAIN ALL THEIR LETTER DAY INFORMATION. THE LETTER DAYS ARE ALL SKILLS THAT ARE ACQUIRED, OR SHOULD BE ACQUIRED, BY YOUNG PEOPLE WHILE THEY ARE IN SCHOOL.

_____HAVE STUDENTS SHOW THAT THEY ARE BECOMING ADEPT AT USING THE A DAY SKILLS OF IMAGINATION AND CREATIVE THINKING.

_____HAVE STUDENTS DEMONSTRATE AND PRACTICE D DAY SKILLS OF RESEARCH AND MASTERY OF LEARNING-TO-LEARN SKILLS.

_____GIVE STUDENTS PRACTICE IN SHARING WHAT THEY LEARN WITH OTHERS. BE SURE THAT THEY FULFILL THEIR E DAY REQUIREMENTS FOR GETTING OUT INTO THE REAL WORLD WITH THEIR WORK.

_____STRIVE TO HAVE THE CLASS BECOME A PEER GROUP OUTSIDE OF CLASS. HELP THEM USE THEIR F DAY ACTIVITIES TO LEARN TO KNOW AND APPRECIATE EACH OTHER BETTER AND TO BEGIN TO SOCIALIZE FOR RECREATION AND DEVELOPMENT OF LONGER TERM FRIENDSHIPS.

_____PROVIDE I DAY OPPORTUNITIES FOR STUDENTS TO DEVELOP CONFIDENCE AND SKILL IN GROUP DISCUSSIONS AND VERBAL INTERACTIONS OF VARIOUS TYPES. HELP THEM TO USE THE CONTENT AS WELL AS THE STRUCTURE OF THESE SESSIONS TO LEARN ABOUT THEMSELVES AND EACH OTHER.

_____HELP STUDENTS SEE THE VALUE OF LEARNING TO EVALUATE THEIR OWN PROGRESS. TEACH THEM TO BECOME SELF-ASSURED ENOUGH TO STAND THEIR OWN CRITICISM AS WELL AS TO BE ABLE TO PRAISE THEMSELVES WHEN THEY DESERVE IT. TEACH THEM TO RECOGNIZE THEIR OWN ACHIEVEMENTS AND TO SET WORTHY GOALS FOR THEMSELVES. HELP THEM KEEP UP WITH THEIR J DAY NOTES.

_____EXPLORE ENCYCLOPEDIAS FOR FASCINATING TOPICS THAT NO ONE HAS HEARD OF. HAVE STUDENTS SHARE WHAT THEY FIND.

_____GO THROUGH SCOUT HANDBOOKS FOR NEW SKILL AND CONTENT AREAS TO EXPLORE AND MASTER.

_____CREATE A LIST OF UNUSUAL, AND RIDICULOUS, TITLES FOR COURSES THAT SOMEONE MIGHT TEACH.

_____HAVE STUDENTS COMPETE FOR THE"MOST INTERESTING NEW INFORMATION" BROUGHT TO THE GROUP .

_____HAVE STUDENTS EXPLORE BOOK STORES FOR UNUSUAL BOOKS THAT COMPILE UNUSUAL INFORMATION.

CYCLE 7 CLASS ACTIVITIES

_____ CREATE A COMPREHENSIVE LIST OF "RULES" FOR GETTING ALONG WITH ANYBODY ANYWHERE. INCLUDE MANNERS, ETIQUETTE, LOCAL AND SOCIAL CUSTOMS, AND GENERAL GUIDELINES FOR SHOWING RESPECT FOR AND TO EVERY HUMAN BEING. DISCUSS THE KINDS OF THINGS THAT SHUT US OFF FROM GROUPS OF PEOPLE AND THE THINGS ABOUT OTHER PEOPLE THAT "TURN YOU OFF".

_____ COMPILE A LIST OF "TEN RULES FOR GETTING ALONG WITH WEIRD PEOPLE" THAT WILL WORK IN THE GREAT MAJORITY OF CASES. (IN PREPARATION, EXAMINE THE SCOUT LAWS, ETIQUETTE AND MANNERS BOOKS FOR CHILDREN AND ADULTS, RELIGIOUS TENETS, CODES OF ETHICS, ETC.)

_____ COMPILE A LIST OF CHARACTERISTICS OF PEOPLE YOU WOULD LIKE TO GET TO KNOW BETTER. TRY TO INCLUDE PEOPLE FROM DIFFERENT AGE GROUPS, LIFESTYLES, CAREERS, RELIGIONS, POLITICAL BELIEFS, COUNTRIES, PARTS OF YOUR COUNTRY, PRO AND CON VARIOUS SOCIAL ISSUES, WITH VARIOUS TALENTS OR HANDICAPS, HOBBIES, SKILLS, ETC.

_____ PLAN TO MEET AND TALK WITH MANY DIFFERENT KINDS OF PEOPLE. MAKE IT A POINT TO GET TO KNOW SOMEONE NEW EVERY DAY, OR AT LEAST EVERY WEEK, AND WRITE A BRIEF SKETCH OF EACH PERSON YOU MEET. ALWAYS INCLUDE AS MANY POSITIVE QUALITIES AS YOU CAN AND REFLECT ON HOW THIS PERSON IS SIMILAR TO YOU.

_____ IF YOU CAN BE TACTFUL ENOUGH AND CAN GET TO KNOW A PERSON WELL ENOUGH TO DO THIS, TRY TO INTERVIEW SOMEONE ON SOME SPECIFIC ASPECT OF HIS LIFESTYLE. TRY TO FIND OUT

-EXACTLY WHAT THIS PERSON BELIEVES WITH REGARD TO THE TOPIC
-WHY HIS IDEAS ARE DIFFERENT OR SPECIAL
-HOW HIS BELIEFS AFFECT HIS DAILY LIFE
-HOW HIS BELIEFS AFFECT THE PEOPLE AROUND HIM

_____ STRIVE TO BECOME ACQUAINTED WITH THE FIVE MAJOR AGE GROUPS. (YOU CAN DECIDE THE BOUNDARY LINES OF EACH GROUP.) THEN WRITE CHARACTER SKETCHES OF PEOPLE IN EACH GROUP. COLLECT INFORMATION FROM PEOPLE IN EACH GROUP AND WRITE YOUR INSIGHTS ABOUT BECOMING OLDER, CHANGING, AND REMAINING THE SAME. BEGIN TO NOTICE THE WEIRD PEOPLE THAT YOU, YOURSELF, HAVE BEEN, ARE, AND WILL BE. YOU MIGHT DESIGN YOUR OWN SET OF INTERVIEW QUESTIONS OR USE THESE.

1. WHAT'S THE BEST AGE TO BE AND WHY?

2. WHAT WAS THE WORST AGE FOR YOU? WHY?

3. WHAT ARE THE MOST DIFFICULT PROBLEMS OF PEOPLE YOUR AGE?

4. WHAT THINGS WORRY YOU THE MOST?

5. HOW TYPICAL DO YOU THINK YOU ARE OF PEOPLE YOUR AGE?

6. WHAT IS MOST IMPORTANT TO YOU? WHAT DO YOU ENJOY MOST?

______CHILDREN: COLLECT ARTICLES ABOUT CHILDREN. WHAT IS SPECIAL ABOUT THE WORLD OF CHILDHOOD? HOW ARE CHILDREN DIFFERENT FROM TEENS AND OLDER PEOPLE? HOW SHOULD SMALL CHILDREN BE RAISED SO THAT THEY GROW UP TO BE GOOD, HAPPY, HEALTHY ADULTS? HOW EXPENSIVE ARE CHILDREN? WHAT ARE THE DIFFICULTIES IN RAISING CHILDREN?

______ADOLESCENCE: HAVE THE STUDENTS EXPLORE THE WORLD OF ADOLESCENCE. WHAT DOES IT MEAN TO BE BETWEEN ADULTHOOD AND CHILDHOOD? COLLECT READINGS AND STUDIES ABOUT ADOLCESCENTS? WHAT IS THE REPUTATION OF THIS AGE GROUP? WHAT DO PEOPLE SAY THAT THEY'RE LIKE? IF THE STUDENTS ARE IN THIS AGE GROUP, HAVE THEM DISCUSS WHETHER THEY PERSONALLY FIT THE STEREOTYPE.

______YOUNG ADULTHOOD: HAVE THE STUDENTS EXPLORE THE LIFESTYLES OF THE YOUNG ADULTS THEY KNOW (18-30?) HAVE THEM RESEARCH MARRIAGE,(YOU MIGHT TRY CLIFF ALLEN's PRACTICAL FAMILY LIFE COURSE,CHANNING L.BETE CO, INC. 45 FEDERAL STREET,GREENFIELD, MASS.01301) CHILD-BEARING, DIVORCE AND SEPARATION, BEING SINGLE, AND ANY OTHER VARIATIONS OF LIFESTYLE BY YOUNG ADULTS.

______MIDDLE-AGE: HAVE STUDENTS LOOK FOR WRITINGS ON THE WORRIES OF THE MIDDLE-AGED. HAVE THEM READ ABOUT MENTAL HEALTH DURING THESE YEARS AND THE STRESS OF CHANGE AFFECTING PEOPLE IN THESE AGE GROUPS (SEE "THE STRESS OF ADJUSTING TO CHANGE", DR. THOMAS H HOLMES, U. OF WASHINGTON MED. SCHOOL. APA MONITOR 4(8):8 August 1973)

______OLD AGE: STUDENTS SHOULD BE PUT IN SITUATIONS TO GET TO KNOW WISE, ACTIVE, OLD PEOPLE. THEY SHOULD BE ABLE TO INTERACT WITH THEM IN SOME WAY SO AS TO LEARN THEIR WISDOM AND TO LEARN FROM THEIR EXPERIENCE. STUDENTS MAY BE REQUIRED TO INTERVIEW PEOPLE OR TO PLAN SOME EVENT IN WHICH THE YOUNG AND THE OLD MUST INTERACT. HAVE STUDENTS LISTEN TO THE SONG,"HELLO IN THERE" BY JOHN PRINE. EXPLORE WHETHER YOUR COMMUNITY HAS AN " ADOPT A GRANDPARENT" PROGRAM. TRY TO MATCH UP KIDS WITHOUT FAMILIES WITH OLD PEOPLE WITHOUT FAMILIES,(IF THE STUDENTS THINK THIS WOULD BE A WORTHWHILE PROJECT).

______STUDENTS MAY ENJOY READING THE BOOK, PASSAGES, BY GAIL SHEEHY.

______HAVE STUDENTS BECOME INSTRUMENTAL IN ELIMINATING GENERATION GAPS IN THEIR OWN FAMILIES AND IN HELPING FAMILY MEMBERS OF DIFFERENT GENERATIONS TO LEARN FROM AND APPRECIATE EACH OTHER. TEACH THEM THAT THEY CAN INFLUENCE OTHERS BEST BY SETTING AN EXAMPLE THEMSELVES.

______HAVE STUDENTS FIND WAYS TO MAKE TIME TO GET TO KNOW ALL THE MEMBERS OF THEIR FAMILIES, PARTICIPATE IN FAMILY EVENTS AND GET TO KNOW PERSONALITIES, HISTORIES, AND FAMILY AND INDIVIDUAL EXPERIENCES. DISCUSS WITH THEM THE DIFFERENCE BETWEEN TAKING AN INTEREST AND PRYING INTO THINGS THAT PEOPLE MIGHT NOT WANT TO DISCUSS. THEY MUST RESPECT THE PRIVACY OF EVEN CLOSE FAMILY MEMBERS.

______HAVE STUDENTS FAMILIARIZE THEMSELVES WITH FAMILY TRADITIONS AND BECOME ADEPT AT CONDUCTING, COMPLETELY, ALL FAMILY CELEBRATIONS FOR ALL HOLIDAYS. AFTER ALL, THEY WILL HAVE TO CARRY ON, OR BEGIN, TRADITIONS FOR THE NEXT GENERATIONS. HAVE STUDENTS SHARE SPECIAL TRADITIONS WITH THE CLASS. FOR STUDENTS WHO DO NOT HAVE CLOSE

FAMILIES, HAVE THEM STUDY AND PLAN WHAT KINDS OF TRADITIONS THEY WILL START IN THEIR OWN FAMILIES, WHEN THEY HAVE THEM.

____HAVE STUDENTS MAKE A GENEOLOGY CHART OF ALL OF THEIR RELATIVES. THEY SHOULD INCLUDE ONLY THE GENERATIONS THAT ARE STILL LIVING. (IF THEY WISH TO DO A FAMILY HISTORY, THEY MIGHT DO THAT AS A SPECIAL RESEARCH PROJECT FOR D DAY OR E DAY.) STUDENTS MIGHT THEN CREATE A BIRTHDAY LIST FOR ALL THE MEMBERS OF THEIR FAMILY AND DISTRIBUTE THE LIST SO EVERYONE WILL REMEMBER WHEN TO ACKNOWLEDGE BIRTHDAYS OR OTHER SPECIAL OCCASIONS. IN LARGE FAMILIES, THERE MIGHT ONLY BE LISTS OF BIRTHDAYS FOR GRANDPARENTS AND SMALL CHILDREN. STUDENTS MIGHT EXTEND THIS PROJECT INTO A "GET ACQUAINTED" BOOKLET OR A "COUSIN'S CLUB". (BE SENSITIVE TO CHILDREN WHO DO NOT HAVE FAMILIES, WHO HAVE RECENTLY LOST LOVED ONES, OR WHOSE FAMILIES ARE "IN TRANSITION" FOR ONE REASON OR ANOTHER.)

____PARENTS: (THIS SECTION MIGHT BE STRESSED OVER THE OTHERS OR ELIMINATED ENTIRELY DEPENDING ON THE AGE OR INTEREST OF THE GROUP.) HAVE STUDENTS RESEARCH THE RESPONSIBILITIES THAT PARENTS HAVE FOR CHILDREN UNDER THE LAW.

____COMPILE A LIST OF ITEMS OF ADVICE THAT PARENTS TRADITIONALLY PASS ON TO THEIR CHILDREN. TITLE THESE "PARENT TAPES" - THINGS THAT PARENTS SAY OVER AND OVER SO MANY TIMES THAT, EVEN IN ADULTHOOD, YOU HEAR THEM "PLAYING BACK" IN YOUR HEAD IN THE SITUATIONS WHEN YOUR PARENT WOULD NORMALLY SAY THEM.

____READ "POLONIUS' ADVICE TO LAERTES", IN HAMLET, BY WM. SHAKESPEARE, AND THE POEM IF, BY RUDYARD KIPLING. STUDENTS MIGHT WANT TO MEMORIZE ALL OR PARTS OF THESE FOR CREDIT.

____HAVE STUDENTS COMPILE A PARENTAL HISTORY. THEIR GOAL IS TO LEARN AS MUCH AS THEY CAN ABOUT THEIR PARENTS WITHOUT BEING "NOSEY", IMPOLITE, OR DISRESPECTFUL. THEY SHOULD APPROACH THIS WITH THE ATTITUDE THAT MOST PEOPLE ARE FLATTERED TO BE ASKED TO TALK ABOUT THEMSELVES. STUDENTS MIGHT LIKE TO MAKE UP THEIR OWN INTERVIEW QUESTIONS OR USE SOME OF THESE.

1. TRY TO FIND OUT THE AGES OF YOUR PARENTS AS COMPARED WITH THE AGES OF YOUR FRIENDS' PARENTS. DECIDE WHETHER THIS MIGHT INFLUENCE THE RULES THAT YOU WERE RAISED BY.

2. FIND OUT THE HIGHLIGHTS OF YOUR PARENTS LIVES, THE JOYS, FADS, SONGS, FRIENDS, TRIPS, JOBS, ACCOMPLISHMENTS, GOOD MEMORIES, ETC. LOOK FOR THE EVERYDAY THINGS.

3. FIND OUT WHAT HISTORICAL EVENTS HAPPENED DURING YOUR PARENTS' LIVES, HOW OLD THEY WERE AT THE TIME, AND HOW THEY WERE AFFECTED. NOTICE HOW FAST THINGS CHANGE.

4. FIND OUT ABOUT THE DIFFICULTIES THAT YOUR PARENTS HAD TO OVERCOME IN THEIR LIVES AND HOW THIS HAS AFFECTED WHAT THEY VALUE TODAY. FIND OUT HOW THEIR OWN EXPERIENCES MADE THEM DECIDE HOW THEY WOULD TREAT YOU. WHAT THINGS DO THEY WANT TO PREPARE YOU FOR? WHAT THINGS ARE THEY HOPING THEY CAN PROECT YOU FROM?

5. ASK YOUR PARENTS TO MAKE A LIST OF TEN THINGS THAT THEY'D LIKE YOU TO LEARN, OR TO LEARN ABOUT, IN YOUR LIFETIME.

_____COLLECT HUMOROUS ARTICLES ABOUT PARENTS AND CHILDREN. ERMA BOMBECK USUALLY HAS SOME GOOD ONES.

_____AUTHORITY: HAVE STUDENTS EXPLORE THE ROLE OF AUTHORITY FIGURES IN THEIR LIVES. HAVE THEM CONSIDER THEIR RELATIONSHIPS WITH THE FIVE Ps: PARENTS, PEDAGOGUES, PRINCIPALS, POLICE, AND PEERS. HAVE THEM ANSWER THE FOLLOWING:

1. WHO HAS AUTHORITY OVER YOU BECUASE THEY ARE LEGALLY RESPONSIBLE FOR YOUR ACTIONS?
2. HOW OFTEN DO THEY HAVE TO EXERCISE THAT AUTHORITY?
3. WHEN AND WHY DO THEY HAVE TO EXERCISE THAT AUTHDRITY?
4. WHEN DO YOU FIND YOURSELF IN CONFLICT WITH AUTHORITY FIGURES?
5. WHOM DO YOU OBEY AND WHY?
6. WHAT ARE THE RIGHTS OF MINORS? WHAT ARE THEIR RESPONSIBILITIES?
7. WHO HAS AUTHORITY OVER YOU BECAUSE OF THEIR JOB OR POSITION?
8. WHY DO THEY HAVE AUTHORITY OVER YOU?
9. IF YOU RESENT THEIR AUTHORITY ASK YOURSEFL WHETHER YOU COULD ASSUME THEIR RESPONSIBILITIES. IF THE ANSWER IS "NO", CAN YOU ACCEPT THEIR AUTHORITY? IF THE ANSWER IS "YES", DO YOU WANT TO WORK TOWARD ASSUMING THEIR ROLE? IF "YES", WHY AREN'T YOU GETTING STARTED. IF THE ANSWER IS "NO", CAN YOU change THE SITUATION?
10. WHAT PARTS OF YOUR LIFE, IF ANY, DO YOU THINK WILL ALWAYS BE CONTROLLED BY SOMEONE ELSE?

_____HAVE STUDENTS EXPLORE THE "IMAGES" THAT OTHER PEOPLE ASSUME. TEACH THEM TO RECOGNIZE "PRE-PACKAGED" IMAGES AND LIFESTYLES THAT PEOPLE ASSUME BECAUSE IT'S EASIER THAN TRYING TO BE THEMSELVES OR BECAUSE THEY FEEL IT'S EXPECTED OF THEM BY PEERS, FAMILY, COMMUNITY, ETC.

_____HAVE STUDENTS DISCUSS THE DIFFICULTY IN TRYING TO LIVE A UNIQUE, PERSONAL LIFESTYLE AS OPPOSED TO EITHER TRYING TO LIVE UP TO EVERYONE ELSE'S EXPECTATION, OR, AT THE OPPOSITE EXTREME, TRYING TO BE DELIBERATEL "DIFFERENT".

_____HAVE STUDENTS IDENTIFY AND DISCUSS THE PRE-PACKAGED IMAGES ASSUMED BY THE STUDENTS IN THEIR SCHOOL OR THE MEMBERS OF THEIR COMMUNITY. HAVE THEM TRY TO BECOME FAMILIAR WITH AND FRIENDLY WITH MEMBERS OF EACH GROUP. DISCUSS THE RISKS INVOLVED IN BECOMING FRIENDLY WITH OR AVOIDING CERTAIN GROUPS (ALWAYS BEING LEFT OUT, BEING FORCED TO JOIN OR CONFORM, ETC.)

_____HAVE GROUP MEMBERS REFLECT ON THE IMAGES OF THEIR LIFETIME. HAVE THEM NOTE WHICH PARTS OF THESE IMAGES THEY ADOPTED, WHICH THEY AVOIDED, AND WHICH THEY ASSUMED AT ONE TIME AND THEN OUTGREW.

_____IN PREPARATION FOR DROPPING INTO PEOPLES LIVES, HAVE STUDENT DISCUSS THE VARIOUS LEVELS OF COMMUNICATION THAT WE USE WITH DIFFERENT PEOPLE. HAVE THEM THINK ABOUT THE PEOPLE WITH WHOM THEY COMMUNICATE DAILY AND WITH WHOM THEY MAKE IDLE CHIT-CHAT AND WITH WHOM THEY SHARE THEIR INNERMOST THOUGHTS, WITH WHOM THEY SHARE INFORMATION, WITH WHOM THEY FEEL FREE TO STATE OPINIONS, AND WITH WHOM THEY FEEL INTIMIDATED TO SAY ANYTHING REALLY IMPORTANT TO THEM.

_____HAVE STUDENTS DISCUSS THE TOPICS THAT THEY SHOULD BE CAREFUL IN BRINGING UP IN DIFFERENT GROUPS. THEY MIGHT DO AN EXPERIMENT TO SEE WHICH TOPICS ARE UNCOMFORTABLE IN DIFFERENT GROUPS OF PEOPLE, (RELIGION, SEX, POLITIC

CYCLE 8 - CLASS ACTIVITIES

_____HAVE STUDENTS COMPILE A LIST OF PLACES IN THEIR AREA THAT THEY MIGHT GO FOR RECREATION. INCLUDE NAMES, ADDRESSES, PHONE NUMBERS, AND DIRECTION

_____HAVE STUDENTS SCOUT THE SCHOOL AND COMMUNITY FOR ANNUAL RECREATIONAL ACTIVITIES AND EVENTS THAT THEY SHOULD NOTE ON THEIR CALENDARS.

_____HAVE STUDENTS PLAN EVENTS THAT THEY CAN SHARE TOGETHER IN THEIR HOMES OR IN SCHOOL FOR RECREATION.

_____MAKE A LIST OF RECREATIONAL ACTIVITIES FOR A SCHOOL LUNCH PERIOD, A LONG CAR TRIP, WHEN YOU'RE SICK IN BED, A FREE AFTERNOON IN EACH OF THE SEASONS, WHEN YOU'RE ALONE OR WITH DIFFERENT-SIZED GROUPS OF FRIENDS.

_____STUDENTS MIGHT BECOME "FAD-STARTERS" IN AN ATTEMPT TO HAVE OTHER STUDENTS MAKE BETTER USE OF SCHOOL RECREATION TIME WITH MARBLES, HULA-HOOPS, FRISBEES, JUMP-ROPE, HAND-BALL, YO-YOs, CHALK GAMES, BOARD GAMES, ROPE AND STRING GAMES, SKATEBORADS (IF PERMITTED), ETC.

_____PLAN A GROUP OUTING TO DO THE FOLLOWING:

__SWIMMING
__HORSEBACK RIDING
__ICE SKATING
__ROLLER SKATING
__SKIING
__CROSS-COUNTRY SKIING
__JOGGING
__WALKING
__SLEIGH RIDING
__BICYCLING
__CANOEING
__SAILING
__AMUSEMENT PARK
__OCEAN SWIMMING
__ROCK-CLIMBING
__WATER SKIING
__SNORKLING
__SCUBA DIVING
__KAYAKING
__TENNIS
__SOFTBALL, BASEBALL
__VOLLEYBALL
__BOWLING
__RACQUETBALL
__KITE FLYING
__FRISBEE GOLF
__FOLK DANCING
__SQUARE DANCING
__EXERCISE CLASS
__YOGA CLASS
__

_____HAVE THE GROUP LEARN A REPERTOIRE OF SONGS THEY LIKE TO SING TOGETHER.

_____TELL ORIGINAL STORIES, GOOD JOKES, TONGUE TWISTERS, ETC. UNTIL EVERYONE LAUGHS SO HARD THEY CAN HARDLY STOP.

_____HAVE STUDENTS USE THEIR IMAGINATION TO CREATE RECREATIONAL PASTIMES, GAMES, TOYS, AND ACTIVITIES.

_____PLAY INITIATIVE GAMES

_____HAVE STUDENTS SHARE THEIR PERSONAL RECREATION ACTIVITIES WITH THE GROUP FOR USE ON F DAY AND HAVE THEM BEGIN TO USE THEIR F DAY ACTIVITIES AS PERSONAL RECREATION WITH FRIENDS AND FAMILY OUTSIDE THE COURSE.

_____HAVE STUDENTS SHARE CREATIVE AND IMAGINATIVE PASTIMES..ENCOURAGE THEM TO USE THEIR IMAGINATION AND CREATIVITY TO PROVIDE RECREATION FOR EACH OTHER. INCLUDE HUMOR, ORIGINAL IDEAS, RELAXATION TECHNIQUES, ETC.

CYCLE 9 - MIND PEERS - CLASS ACTIVITIES

_____HAVE STUDENTS THINK ABOUT AND LIST THE FRIENDS THAT THEY WOULD INVITE TO SHARE IN DIFFERENT ACTIVITIES WITH THEM, FRIENDS WHO SHARE PARTICULAR INTERESTS. HAVE THEM PLAN TO SHARE, EXCHANGE, WORK, AND SOCIALIZE WITH THESE PEOPLE ON A REGULAR BASIS TO GET TO KNOW THEM BETTER.

_____INTRODUCE STUDENTS TO THE CONCEPT OF MIND PEERS. LOOK FOR QUOTES AND READINGS THAT GIVE EVIDENCE THAT OTHER PEOPLE HAVE THOUGHT OF THE IDEA OF MIND PEERS, SOUL-MATES, LIFE-LONG FRIENDS, ETC. THESE ARE PEOPLE WHO SHARE OUR THOUGHTS, OUR FEELINGS, OUR POINT OF VIEW, AND WHO UNDERSTAND WHO, HOW, AND WHY WE ARE, WITHOUT OUR TELLING THEM.

_____HAVE STUDENTS NOTICE THOSE STUDENTS IN THE CLASS, IF ANY, WHOSE RESPONSES ON VALUES EXERCISES, AND WHOSE IDEAS IN SHARING AND DISCUSSIONS ARE SIMILAR TO THEIR OWN.

_____INVITE STUDENTS TO SHARE THEIR LOCAL MIND PEERS WITH THE CLASS. THESE PEOPLE MIGHT COME IN AS GUESTS OR PERHAPS STUDENTS MIGHT SHARE LETTERS, ANECDOTES, PAST EXPERIENCES, ETC. THAT SHOW WHY THESE PEOPLE ARE THEIR MIND PEERS.

_____HAVE STUDENTS SHARE IDEAS OR CREATIONS BY PEOPLE WHOM THEY HAVE IDENTIFIED AS MIND PEERS IN SOME PLACE ACROSS TIME AND SPACE. THESE MAY BE LINES FROM A FAVORITE SONG, AN ESSAY THAT SAYS WHAT THEY THEMSELVES FEEL, A PAINTING THAT THEY CAN LOOK AT AND KNOW WHAT THE ARTIST WAS FEELING, AN IDOL WHO HAS BEEN WHERE THEY"RE GOING, SOMEONE WHO SAYS WHAT THEY'D LIKE TO SAY, ETC.

_____HAVE STUDENTS FIND AND SHARE MUSIC AND POETRY THAT EXPRESSES THE NEED WE ALL HAVE FOR SUPPORT SYSTEMS OF PEOPLE WHO UNDERSTAND US. ("YOU'VE GOT A FRIEND", "BRIDGE OVER TROUBLED WATER", "LEAN ON ME", "DESPERADO", "SIDE BY SIDE", ETC.)

_____HAVE STUDENTS REALIZE THAT AT SOME POINT IN THEIR SEARCH FOR MIND PEERS THEY WILL HAVE TO RECOGNIZE THEIR OWN UNIQUENESS AND SEARCH DEEPER INTO HOW THEY REALLY THINK AND FEEL ABOUT THINGS SO THAT a) THEY WILL ATTRACT TRUE MIND PEERS AND b) THEY WILL KNOW IF THEY ARE BEING TRUE TO THEMSELVES OR SIMPLY AGREEING WITH OTHERS IN ORDER TO PRESERVE A RELATIONSHIP. (NOTE TO STUDENTS THAT MIND PEERS DO NOT HAVE TO AGREE ON EVERYTHING BUT THEY MUST EACH HAVE AN EQUAL DEGREE OF RESPECT FOR THE OTHERS IDEAS AND OPINIONS SO THAT ONE DOES NOT BEGIN TO FEEL THAT HE MUST ADOPT THE IDEAS AND OPINIONS OF THE OTHER.)

_____HAVE STUDENTS LOOK FOR AGE-MATES WHO CAN OFFER THEM STIMULATING COMPETITION IN BOTH PHYSICAL AND MENTAL ACTIVITIES.

_____HAVE STUDENTS THINK ABOUT OR ROLE-PLAY SITUATION IN WHICH THEY CAN HELP OUT MIND PEERS WHO MAY VERY LIKELY HAVE THE SAME PROBLEMS AS THEY HAVE AS WELL AS THE SAME IDEAS, OPINIONS, AND INTERESTS. HAVE THEM CONSIDER THAT MIND PEERS MIGHT BE THE ONLY LIVING BEINGS WHICH CAN SUCCESSFULLY HELP EACH OTHER WITH PROBLEMS AND DECISIONS.

CYCLE 10 - CLASS ACTIVITIES

_____LOOK FOR READINGS ON BOREDOM, ITS CAUSES, AND HOW TO DEAL WITH IT. DISCUS

_____DISCUSS QUOTES AND READINGS ON GROWTH AND CHANGE, SUCCESS AND FAILURE, WANDERING AND STAYING, ESCAPISM AND PERSEVERENCE, MATURITY AND IMMATURITY, AND HOW TO KNOW WHEN IT'S TIME FOR A CHANGE AND WHEN ONE IS "RUNNING AWAY", "TAKING THE EASY WAY OUT", "GIVING UP".

_____LOOK FOR MUSIC THAT EXPRESSES PEOPLE'S FEELINGS AS THEY WERE FACED WITH MAJOR LIFE DECISIONS AND CHANGES DUE TO GROWTH. (HE'S A RUNNER, TURN, TURN, TURN, WHERE I'M BOUND, SWEET SURRENDER, POEMS, PRAYERS AND PROMISE

_____HAVE STUDENTS USE THE "CYCLE REVIEW QUESTIONS" AND WRITE OUT A DEFENSE FOR THEIR ACCOMPLISHMENTS IN EACH AREA.

_____DEPENDING ON THEIR AGE, STUDENTS MIGHT WANT TO MAKE AN ATTEMPT TO GO BACK THROUGH THE CYCLES IN A REAL-LIFE ENDEAVOR TO ASSUME MORE RESPONSIBILITY IN THEIR LIFESTYLES. PERHAPS PARENTS MIGHT BE WILLING TO WORK WITH THE OI TO RE-EVALUATE HOW MUCH RESPONSIBILITY THEY HAVE BEEN GIVING THEIR CHILDREN AND IN WHAT WAYS THEY MIGHT INCREASE THIS. [illegible]

_____AFTER STUDENTS HAVE MASTERED THE CYCLE THEMES, TAKE THEM BACK TO CYCLE 1 TO BEGIN THE MMT SERIES. EVEN THOUGH YOU MAY SPEND A GREAT DEAL OF CLASS TIME ON THIS, EMPHASIZE THAT IT IS ONLY CYCLE 1. WHEN STUDENTS ARE OUT IN THE WORLD, ON THEIR OWN, THERE IS NOT A WHOLE LOT OF TIME AVAILABLE FOR WORRYING AND WONDERING ABOUT THEIR LIFE PATHS. THEY MUST LEARN TO "TUNE IN" TO THEIR OWN DREAMS AND TO WORK ON THEM WHILE, AT THE SAME TIME, "TAKIN' CARE OF BUSINESS".

_____WHEN STUDENTS ARE READY TO GO THROUGH THE CYCLES AGAIN, HAVE THEM PLACE THE LETTER DAY MATERIALS IN CYCLE 6, EDUCATION, AND REMIND THEM THAT ONCE THEY GET OUT OF SCHOOL, THEIR LEARNING ACTIVITIES WILL BE FORMALLY CONFINED TO SECTION 6 AND WILL PROBABLY APPLY TO THEIR FIELD OF WORK AND, PERHAPS, ONE OR TWO HOBBIES AND THE LATEST NEWS.

A DAY - ADDITIONAL ACTIVITIES

_____LEARN TO SOLVE AND THEN TO CREATE PUZZLES OF THE FOLLOWING TYPES:

- MAZES
- CROSS-PATCHES
- ANAGRAMS
- FIGURE ANALOGIES
- WORD ANALOGIES
- CRYPTOGRAMS
- LOGIC PUZZLES
- CROSSWORD PUZZLES
- FIND-A-WORD

_____FIND, COLLECT, AND LEARN TO SOLVE THE FOLLOWING OBJECT PUZZLES:

- PUZZLE RINGS
- WOODEN AND PLASTIC BLOCK PUZZLES
- KNOT TYING
- GAMES WITH STRING (CAT'S CRADLE)
- NAPKIN FOLDING
- ORIGAMY

_____LOOK FOR AND COLLECT THE UNSOLVED PUZZLES AND MYSTERIES OF MANKIND. WORK ON SOLVING ONE, OR AT LEAST BECOMING AN EXPERT ON THE SUBJECT AS FAR AS MANKIND HAS PROGRESSED IN SOLVING IT.

_____WHEN SOLVING PUZZLES, TRY TO:

A)SOLVE THEM IN YOUR HEAD BEFORE WORKING OUT THE SOLUTION ON PAPER

B)WRITE DOWN THE EXACT STEP-BY-STEP PROCEDURE YOU USED IN SOLVING THE PUZZLE TO DETERMINE WHERE YOU USED LOGIC, LEARNED EXPERIENCE, LEAPS OF IMAGINATION, ETC.

C)LEARN TO USE PUZZLE-SOLVING TO SHARPEN YOUR PROBLEM SOLVING SKILLS AND TO LEARN HOW TO USE YOUR MIND MORE EFFICIENTLY.

_____START A THEME BOX. PICK A TOPIC AND COLLECT, IN A BOX, ALL THE OBJECTS THAT ANYONE THINKS RELATE TO THE TOPIC. ON THE APPOINTED DAY, DUMP THE CONTENTS OF THE BOX AND TELL A STORY ABOUT HOW ALL THE OBJECTS FIT TOGETHER. THE USE THEM SOME WAY FOR A DISPLAY, COLLAGE, PLAY, ETC.

_____START AN IDEA SERVICE. OFFER YOUR CREATIVE THINKING SKILLS TO PEOPLE WHO NEED IDEAS FOR CREATIVE SOLUTIONS TO PROBLEMS, FOR PUBLICITY CAMPAIGNS, FUND-RAISING, YEARBOOK AND PARTY THEMES, OR CREATIVE PLANS FOR TASK COMPLETION, ORGANIZING SOMETHING, ETC.

_____WRITE YOUR OWN STORIES AND T.V. SHOWS TO AMUSE YOU WHEN YOU DON'T LIKE THE SHOWS ON T.V..OR THE BOOKS IN THE LIBRARY.

_____LEARN TO SING ROUNDS. IT DEVELOPS STRENGTH OF MIND.

_____LEARN TO RECITE TONGUE-TWISTERS UNTIL YOU LAUGH SO HARD YOU CAN'T GO O

_____LISTEN TO ENGLISH AS A FOREIGN LANGUAGE AND TRY NOT TO UNDERSTAND IT.

_____LEARN TO READ BRAILLE AND TO SIGN.

_____CREATE A JIGSAW PUZZLE.

_____REPRODUCE A COMPLICATED DESIGN.

------SEND FOR EXPLORATORIUM "RECIPES" FOR SCIENCE PROJECTS. (EXPLORATORIUM COOKBOOK. 3601 LYON STREET, SAN FRANCISCO, CA 94123)

_____HOLD A GREAT EXCUSES CONTEST. SM 24

_____MAKE A HOME MOVIE TO GO WITH A SONG.

_____MAKE MUSIC TO EXPRESS A FEELING.

_____MAKE UP A MAZE AND CALCULATE THE TIME REQUIRED TO SOLVE IT. GIVE IT TO A CLASSMATE TO DO.

_____REWRITE GREAT LITERATURE IN SOME CREATIVE NEW WAY.

_____INVENT TOM SWIFTIES.

_____PLAY BOTICELLI

_____GO AWAY IN YOUR IMAGINATION. CREATE A PLACE TO GO.

_____FIGURE OUT HOW YOU COULD BE YOUR OWN GRANDFATHER. THERE WAS A POPULAR SONG THAT EXPLAINED IT CALLED "I'M MY OWN GRAMPA."

_____LEARN TO SOLVE AND WRITE CRYPTOGRAMS.

_____LEARN TO MAKE PUNS.

_____LOOK AT CLOUDS AND TRY TO SEE SHAPES IN THEM.

_____WRITE A "WEEKLY NOTHING REPORT". (THIS WAS INVENTED BY THE DO IT NOW FOUNDATION IN ARIZONA. IT'S A REPORT ABOUT NOTHING,- A REVIEW OF A MOVIE THAT DOESN'T EXIST, A NEWS EVENT THAT NEVER HAPPENED, A FAMOUS PERSON WHO NEVER EXISTED.)

_____CREATE FANCY NAMES FOR SIMPLE JOBS (PETROLEUM TRANSFER ENGINEER)

_____PRACTICE MEMORIZING NUMBERS OF THINGS ON A TABLE, SEEING THEM ONLY BRIEFLY.

_____MAKE UP AN INCREDIBLY UNBELIEVABLE STORY.

_____LOOK AT A PICTURE FOR ONLY A FEW SECONDS AND THEN HAVE SOMEONE TEST YOU ON THE ITEMS IN THE PICTURE.

_____PRACTICE SAND-SIFTING WHILE DAYDREAMING SOLUTIONS TO PROBLEMS.

_____MAKE UP INVENTIONS TO SOLVE PROBLEMS THAT ANNOY YOU.

_____LEARN TO PLAY CHARADES AND DO PAPER BAG DRAMATICS

_____LOOK AT AN ANIMAL AS IF YOU'D NEVER SEEN SUCH A THING BEFORE.

_____DESCRIBE A FIRST-TIME VISIT TO EARTH ONLY BY WHAT YOU SEE, NOT WHAT YOU KNOW.

_____DEVELOP A CARTOON, PUPPET, OR LIFE-SIZE CHARACTER FOR A CHILDREN'S SHOW

_____MAKE UP TEN MORE ITEMS THAT COULD BE INCLUDED ON THIS LIST.

_____LEARN TO TALK DISJOINTEDLY LIKE LILLY TOMLIN, READ ALOUD WITH AUDIBLE SOUNDS FOR PUNCTUATION, OR TO SING OR TALK WITH A RECORD USING LIP-SYNCH.

_____RECORD A "FOREIGN" ACCENT" AND DETERMINE WHAT MAKES IT DIFFERENT FROM THE WAY YOU SPEAK.

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A DAY BOOKS AND REFERENCES

INTERESTING BOOKS TO EXPERIENCE:

HOPSCOTCH - JULIO CORTAZAR (ORGANIZATION)
OR I'LL DRESS YOU IN MOURNING - COLLINS AND LAPIERRE (ORGANIZATION)
ALICE IN WONDERLAND (FANTASY, AND THE ILLOGIC OF THINGS)
THE LITTLE PRINCE - ANTOINE DE SAINT EXUPREY (IMAGINATION)
JONATHON LIVINGSTON SEAGULL-RICHARD BACH (EXPANDING LIMITS)
STRANGER IN A STRANGE LAND - ROBERT HEINLEIN (HIDDEN MESSAGES)

RESOURCES:

1. Anderson, Marianne S., and Savary, Louis M., Passages: A Guide for Pilgrims of the Mind, New York, Harper and Row, 1973.
2. Brightfield, Rick and Glory, Amazing Mazes, New York, Harper and Row, 1973.
3. Barron's, HOW To Prepare for College Entrance Examinations , New York, Barron's Educational Series Inc. (Analogies)
4. [redacted] Fabun, Don, Communications: the Transfer of Meaning, Beverly Hills, Glencoe Press, 1965.
5. Koziakin, Vladimir, Mazes 3, New York, Grosset and Dunlap, 1973
6. Longwin Self-Scoring IQ Test, Longwin Inc. 420 Genesee Building, Buffalo, N.y.14202
7. OIs Meeker, Mary Nacol, The Structure of Intellect, Columbus, Ohio, Charles E. Merrill Publishing Co.,1969.
8. Myers, Bernard, Supermazes No. 1 New York, Doubleday & Co., 1977.
9. Osborn, Alex, Applied Imagination, New York, Charles Scribner's Sons, 1957.
10. Scripture, Nicholas E. Wit-Sharpeners, New Jersey, Castle Books, 197
11. *** Simpson, Benjy, Initiative Games (available from Outward Bound, 165 Putnmame Ave. Greenwich, CT 06830)
12. STAR TREK PUZZLE MANUAL, New York, Bantam Books, 1976.

There are many commercial books of pencil puzzles available on newstands.

NOTES:

1. The purpose of A-Day activities is to lead the mind to leaps of insight, to develop the "higher" thinking skills, and to provide an outlet for creative thought
2. Time should be planned on each A Day for students to share creative work or their own original thoughts or topics that catch their imagination.
3. OIs that doubt the value of time spent on puzzles should read Mary Meeker's work on the Structure of Intellect. Students should be asked to discuss, however, how they solved the puzzles. and how that process might be transferred to other situations.
4. As soon as possible students should begin creating puzzles for other students to solve.
5. There are many resources available for A Day activities through organizations and publishers creating materials for the education of gifted and talented students.

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D DAY - ADDITIONAL ACTIVITIES

_____START READING EVERYTHING FOR INFORMATION AND PLEASURE. GET SUGGESTED READING LISTS AND LEARN ABOUT BIBLIOGRAPHIES. START READING ALL THE CLASSICS OR ALL THE BOOKS ABOUT A FIELD OF YOUR CHOICE.

_____VISIT A LARGE LIBRARY AND LEARN TO USE THE CARD CATALOGUE AND TO GET BOOKS FROM THE STACKS.

_____EXPLORE LEARNING STYLES AND BRAIN HEMISPHERES.

_____PRACTICE FOLLOWING DIRECTIONS. WITH A CLASSMATE, PRACTICE MAKING UP LONG AND COMPLICATED DIRECTIONS FOR THE OTHER TO FOLLOW. LOOK FOR EXAMPLES OF UNNECESSARILY COMPLICATED DIRECTIONS FROM TECHNICAL MANUALS. LEARN TO MAKE YOUR OWN DIRECTION-GIVING SIMPLE.

_____PRACTICE SPELLING. MAKE IT A CHALLENGE TO SPELL CORRECTLY THE MOST FREQUENTLY MISSPELLED WORDS (THE ENGLISH RECORD, OCTOBER, 1971 HAS A LIST.)

_____MEMORIZE SOMETHING LONG AND DIFFICULT. START WITH A WELL-KNOWN POEM.

_____LEARN TO RECOGNIZE COMMON GRAMMATICAL ERRORS AND ELIMINATE THEM FROM YOUR WRITING. (SEE THE ELEMENTS OF STYLE, WM. STRUNK.)

_____LEARN TO DESIGN A RESEARCH PROJECT AND TYPE UP A PERFECT TERM PAPER.

_____LEARN CORRECT BIBLIOGRPAHY FORM.

_____GET A HANDWRITING BOOK AND IMPROVE YOUR HANDWRITING.

_____LEARN TO TYPE.

_____BEGIN A PROGRAM TO INCREASE YOUR VOCABULARY. READ GOOD BOOKS AND NOTE THE WORDS YOU DON'T KNOW. PUT WORD LISTS IN CONSPICUOUS PLACES.

_____MAKE UP QUESTIONS THAT YOUR COURSEMATES WILL RESEARCH THE ANSWERS TO. YOU MUST KNOW WHERE TO FIND THE ANSWER AND WHAT THE ANSWER IS. TRY TO MAKE UP QUESTIONS THAT REQUIRE MORE THAN LIBRARY RESEARCH FOR AN ANSWER.

_____LEARN HOW TO TAKE TESTS. LEARN HOW TO STUDY FOR DIFFERENT KINDS OF TESTS AND HOW TO PREPARE WELL ENOUGH TO BE CONFIDENT SO YOU AREN'T NERVOUS WHEN YOU GO TO THE TEST. LEARN TECHNIQUES FOR AVOIDING NERVOUSNESS IN PERFORMANCE TESTS (MUSICAL RECITALS, DRIVING TESTS, CHECK-OUTS, PRACTICUM SWIMMING TESTS, ETC.)

_____DRAW UP SOME PERSONAL STANDARDS FOR SCHOOLWORK. INTERVIEW SOME STRICT TEACHERS IN PUBLIC AND PRIVATE SCHOOLS AND IN COLLEGES AND UNIVERSITIES. SEE WHAT THEY REQUIRE FOR A TOP-GRADE PAPER OR ASSIGNMENT.

_____TAKE AN INTEREST IN STUDY SKILLS. LEARN HOW TO ORGANIZE YOUR WORK AREA, PACE YOUR STUDY TIME, COMPLETE ASSIGNMENTS ON TIME AND ACCORDING TO

DIRECTIONS, ASK GOOD QUESTIONS IN CLASS, MAKE BEST USE OF EXTRA-HELP AND REVIEW SESSIONS, AND LEARN FROM YOUR MISTAKES.

_____LEARN TO PLAY EDUCATIONAL GAMES THAT WILL SHARPEN YOUR THINKING SKILLS, REVIEW INFORMATION THAT YOU ARE LEARNING, AND TEACH YOU NEW THINGS WHILE GIVING YOU GOOD RECREATION.

_____FIND A COURSEMATE WHO WORKS AT ABOUT THE SAME LEVEL YOU DO AND AGREE TO WORK TOGETHER IN FRIENDLY COMPETITION, STUDYING TOGETHER AND THEN TRYING TO GET THE HIGHEST MARKS POSSIBLE ON THE TEST. WHILE TRYING TO "BEAT" EACH OTHER, YOU SHOULD BOTH RAISE YOUR GRADES IN GENERAL.

_____START AN INFORMATION SERVICE FOR YOUR SCHOOL. OFFER TO FIND INFORMATION ON ANY TOPIC REQUIRING RESEARCH. (DO NOT DO HOMEWORK FOR OTHER STUENTS!) OFFER TO TRACK DOWN CONSUMER INFORMATION, CURRENT LAWS, NAMES AND ADDRESSES OF COMPANIES OR INDIVIDUALS IN THE PUBLIC REALM, HISTORICAL DATA,TRIVIA, ETC.

_____PRACTICE GIVING PREPARED AND EXTEMPORANEOUS SPEECHES ON A VARIETY OF TOPICS FOR A VARIETY OF PURPOSES. (USE A TEXTBOOK ON SPEECH.)

_____LEARN THE TECHNIQUES OF FORMAL DEBATE. PRACTICE IN YOUR COURSE.

_____PRACTICE TAKING NOTES AND OUTLINING. HAVE A TEACHER CHECK YOUR TECHNIQUE. USE TAPE RECORDINGS OF SPEECHES ON T.V.

_____PRACTICE ESSAY WRITING BY TAKING A FAVORITE READING AND COMMENTING ON IT OR TAKING A CONTROVERSIAL READING AND RESPONDING TO IT.

_____LEARN SOME BASIC SKILLS THAT CAN GET YOU PART-TIME JOBS WHILE YOU'RE LEARNING TO DO OTHER THINGS: WAITING TABLES, PUMPING GAS, WORKING A CASH REGISTER, TYPING, BEING A TAXI DRIVER, HOUSE-CLEANING OR JANITOR WORK, CHILD-CARE, LAWN WORK, SHORT ORDER COOK, ORGANIZING CHILDREN'S PARTIES, CATERING, SHOESHINING, CAR-WASHING, TUTORING, SHOPPING FOR SOMEONE, WALKING DOGS, CADDYING, WASHING DISHES, FILING, ETC.

_____APPLY FOR WORKING PAPERS.

_____PRACTICE JOB INTERVIEW TECHNIQUES.

_____PRACTICE FILLING OUT APPLICATIONS.

_____LEARN TO DO HOUSEHOLD JOBS THAT YOU'VE NEVER DONE BEFORE. NOTICE WHAT YOU HAVE TO DO TO FIGURE OUT HOW TO DO THEM. LEARN TO USE DO-IT-YOURSELF BOOKS. EXPLORE HARDWARE STORES. LEARN HOW TO BE A STUDENT WHEN YOUR TEACHER ISN'T A REAL "TEACHER" AND MIGHT NOT HAVE PATIENCE WITH YOUR LEARNING.

_____LEARN ABOUT JOB OPPORTUNITIES THE WORLD OVER. LEARN HOW MOST PEOPLE MAKE A LIVING AND THE UNIQUE WAYS OF MAKING A LIVING.

_____LEARN ABOUT SCHOOLS. WHY ARE THEY RUN AS THEY ARE? HOW DO SCHOOLS COMPARE AROUND THE WORLD? WHAT IS THE PURPOSE OF PUBLIC EDUCATION? WHY DO YOU HAVE TO STUDY WHAT YOU DO? WHY ARE THE RULES WHAT THEY ARE? LEARN ABOUT FAMOUS PEOPLE WHO DIDN'T DO WELL IN SCHOOL. FIND WAYS FOR TEACHERS AND STUDENTS TO GET ALONG BETTER SO EVERYBODY CAN HAVE A BETTER TIME IN SCHOOL. LOOK FOR HUMOR AND CREATIVE WRITING ABOUT SCHOOL.

______LEARN THE ETIQUETTE FOR INVITING, PREPARING, PREPARING FOR, PRESENTING AND THANKING A GUEST SPEAKER. AFTER LEARNING THE PROCEDURE, STUDENTS MIGHT PRACTICE THE TECHNIQUES BY TAKING TURNS ACTING AS GUEST SPEAKERS IN PRESENTING TO THE GROUP ON E DAYS. INVITE A VARIETY OF SPEAKERS.

______LEARN TO ARRANGE AND CARRY OUT A FIELD TRIP ANYWHERE FOR ANY NUMBER OF PEOPLE. STUDENTS MIGHT PRACTICE THIS SKILL BY ARRANGING EDUCATIONAL AND RECREATIONAL FIELD TRIPS AS PART OF THEIR F DAY ACTIVITIES.

______PRACTICE PLANNING A MAJOR EVENT. LEARN THE TECHNIQUES OF IMAGING HOW THE EVENT SHOULD GO AND NOTICE EACH OF THE THINGS THAT MUST BE TAKEN CARE OF TO MAKE THE IMAGE A REALITY. LEARN TO SET UP A CHECKLIST, ORDER PRIORITIES, ASSIGN RESPONSIBILITIES, CHECK UP ON DETAILS, CARRY OUT THE ACTUAL EVENT, AND TAKE CARE OF ALL THE AFTER-DETAILS LIKE CLEAN-UP, THANK-YOUS, AND FINAL REPORTS, ETC.

______ DESCRIBE A JOB YOU'D LIKE TO DO. BREAK IT DOWN INTO SKILLS, TIME, AND MONEY REQUIRED TO DO IT. BEGIN TO PREPARE YOURSELF TO DO THE JOB IN THE FUTURE BY LEARNING THE SKILLS, BUDGETING YOUR TIME, AND STARTING TO EARN MONEY.

______ARRANGE FOR THE GROUP TO TAKE A FIRST AID COURSE AND TO RECEIVE THEIR RED CROSS CARDS. HAVE AN EMERGENCY VEHICLE COME TO THE GROUP TO DEMONSTRATE EQUIPMENT AND DISCUSS THE JOB.

______ENTER AN ACADEMIC CONTEST SUCH AS "OLYMPICS OF THE MIND." BE ON THE LOOKOUT FOR NATIONAL AND STATE-WIDE CONTESTS IN THE FIELD OF ACADEMICS.

______INVITE THE LOCAL POLICE TO TEACH A MOTORCYCLE SAFETY COURSE TO THE GROUP.

______HAVE STUDENTS APPRENTICE SOMEONE WHO DOES MANUAL LABOR, AND WORK BESIDE HIM OR HER FOR ONE OR TWO DAYS. REPEAT WITH SOMEONE WHO DOES OFFICE WORK, GOVERNMENT WORK, PROFESSIONAL WORK, INCLUDING MEDICAL, LAW, EDUCATION, ETC.

______ARRANGE FOR FILMS AND SLIDE PRESENTATION AND HAVE STUDENTS PRACTICE TAKING NOTES, SUMMARIZING THE PROGRAM, LEADING A DISCUSSION AFTERWARD, SUGGESTING USES FOR THE INFORMATION THEREIN, ETC. (SEND FOR OUTWARD BOUND FILMS.)

______HAVE STUDENTS VISIT VARIOUS SELF-HELP GROUPS TO SEE HOW THEY WORK. ARRANGE FOR VISITS TO DRUG REHAB FACILITIES, ALCOHOLICS ANONYMOUS, DETENTION FACILITIES, VARIOUS COUNSELING GROUPS WHO ACCEPT VISITDRS.

______HAVE STUDENTS VISIT VARIOUS PLACES FOR CAREER INTEREST. DEVELOP QUESTIONS AND GUIDELINES BEFORE GOING. HAVE STUDENTS DISCUSS PRECONCEIVED NOTIONS BEFORE AND AFTER AND HAVE THEM THINK THROUGH WHAT THEY WANT TO LEARN FROM THE VISIT AND INTERVIEW WITH OWNERS, WORKERS, CLIENTS, ETC. SUGGESTIONS: AIRPORT, HEALTH SPA, COURT, POLICE STATION, RECORDING STUDIO, FUNERAL PARLOR, FAST-FOOD CHAIN, RADIO STATION, THEATRE PERFORMANCE WITH VISIT BACKSTAGE, ETC.

______ARRANGE FOR STUDENTS TO BE EXCHANGE STUDENTS AT ANOTHER SCHOOL FOR A DAY

______HAVE THE STUDENTS WORK TO RAISE MONEY FOR A GROUP PROJECT.

______INVITE SOMEONE TO TEACH THE GROUP YOGA, DANCE, CALISTEHNICS, SYNCHRONIZE SWIMMING, SELF-DEFENSE, MEDITATION, ETC. EMPHASIZE "LEARNING-TO-LEARN" WITH EACH NEW ACTIVITY.

_____SHARE WITH YOUR CLASS ANYTHING YOU KNOW ABOUT GETTING INFORMATION FROM ENCYCLOPEDIAS, ALMANACS, THE READERS GUIDE TO PERIODICAL LITERATURE, TELEPHONE BOOKS, PUBLIC OFFICES, AND ANY ADDRESSES YOU MAY HAVE.

_____GET COPIES OF ADDRESSES, PHONE NUMBERS, PAMPHLETS, FACT SHEETS, PROCEDURES, CURRENT EVENT INFORMATION, ETC. THAT MIGHT BE OF HELP IN TRYING TO GET INFORMATION TO MEET OBLIGATIONS.

_____MAKE A LIST OF ALL THE REFERENCE BOOKS YOU SHOULD HAVE IN YOUR HOME LIBRARY AND BEGIN TO COLLECT THEM.

_____MAKE A LIST OF ALL THE "TOOLS" YOU SHOULD HAVE IN YOUR HOME STUDY OR WORK SPACE AND BEGIN TO COLLECT THEM.

_____LEARN TO WRITE A CORRECT BUSINESS LETTER. LEARN TO USE A ZIP CODE DIRECTORY.

_____LEARN HOW TO USE TELEPHONE INFORMATION, 800 NUMBERS, OVERSEAS CALLS.

_____MAKE A LIST OF POSSIBLE PART-TIME JOBS AVAILABLE IN YOUR COMMUNITY. HELP EACH OTHER FIND PART-TIME WORK, ESPECIALLY WORK THAT IS IN KEEPING WITH EACH PERSON'S INTEREST AREA, IF POSSIBLE.

_____FIND A PART TIME JOB AND ASK YOUR EMPLOYER IF HE WILL HELP YOU IMPROVE YOUR SKILLS AND TECHNIQUES AS AN EMPLOYEE. DISCUSS YOUR "ON THE JOB" EXPERIENCES WITH YOUR CLASS.

_____COLLECT INFORMATION ON JOBS AND CAREERS, HINTS ON HOW TO APPLY, DO WELL ON AN INTERVIEW, BEHAVE ON THE JOB, DEAL WITH AN EMPLOYER, ETC. SHARE THESE AND DISCUSS THEM WITH THE GROUP.

_____BRAINSTORM CAREERS OF THE FUTURE THAT DO NOT EXIST NOW, BUT FOR WHICH YOU MAY HAVE TO QUALIFY IN THE FUTURE.

_____BREAK DOWN CAREER SKILLS INTO SIMPLE WORK SKILLS THAT YOU CAN BEGIN TO WORK ON WHILE STILL IN SCHOOL. STUDENTS IN SCHOOL SHOULD BE ABLE TO SEE THE CONNECTIONS BETWEEN THE REQUIREMENTS, STANDARDS, AND PROCEDURES OF SCHOOLS AND THOSE OF THE WORKING WORLD. LOOK FOR THEM!

_____BEGIN TO TEACH EACH OTHER AND TO INVITE GUESTS WHO WILL TEACH YOU TO PERFORM SIMPLE JOB SKILLS THAT WILL GET YOU WORK ANYWHERE IN THE WORLD SO THAT YOU CAN FEED YOURSELF WHILE STILL EXPLORING FOR YOUR GIFT OR TALENT AS YOU GET OLDER (OPERATE A CASH REGISTER, WAIT TABLES, PUMP GAS, DRIVE A TAXI, CLEAN HOUSE, ETC.)

_____MAKE A LIST OF TEN RULES FOR EMPLOYEES THAT WILL KEEP YOU FROM GETTING FIRED AND MAYBE EVEN GET YOU A RAISE SOME DAY.

_____LEARN TO WRITE A RESUME OR BIO-DATA. PRACTICE BY WRITING THESE FOR JOBS YOU'D LIKE TO HAVE OR RIDICULOUS JOBS YOU MAKE UP.

_____FIND OUT HOW MUCH MONEY PEOPLE MAKE IN VARIOUS JOBS. IF POSSIBLE TRY TO FIND THIS OUT WITHOUT ASKING PEOPLE DIRECTLY HOW MUCH THEY MAKE, AS THAT IS RUDE.

_____GLAMOUR MAGAZINE RUNS A MONTHLY ARTICLE ENTITLED "HOW TO GET MORE FROM YOUR JOB". CHECK IT OUT.

____INTERVIEW AN EXECUTIVE IN A BIG COMPANY AND FIND OUT WHAT HE HAS TO SAY ABOUT LEADERSHIP QUALITIES, DELEGATING RESPONSIBILITY TO PEOPLE AND GROUPS OF PEOPLE, EFFICIENT WAYS OF GETTING THINGS DONE, AND THE QUALITIES OF WORKERS WHO MANAGE TO RISE TO TOP POSITIONS QUICKLY. (YOUR SCHOOL PRINCIPAL OR SUPERINTENDENT MAY HELP YOU WITH THIS.)

____FIND OUT THE IMPORTANCE OF GOOD MORALE IN A WORK SITUATION. MAKE A LIST OF WAYS TO LET PEOPLE KNOW THAT THEY'RE DOING A GOOD JOB. LEARN THE "RULES"FOR CRITICIZING, FOR MAKING A COMPLAINT, FOR PERSUADING SOMEONE TO ACCEPT YOUR POINT OF VIEW, AND FOR CREATING GOOD FEELINGS AMONG PEOPLE WHO MUST WORK TOGETHER EVERY DAY. LEARN ABOUT ETHICS.

____PRACTICE FILLING OUT APPLICATIONS FOR ALL TYPES OF JOBS. GET WORKING PAPERS, LEARN ABOUT W-2 FORMS AND SOCIAL SECURITY NUMBERS, LEARN WHAT IT TAKES TO START YOUR OWN BUSINESS. TALK TO AN ACCOUNTANT.

____STUDENTS MIGHT USE QUOTES AND READINGS STORED IN THE I-DAY SECTION AS MEMORY EXERCISES, FOR EX-TEMP SPEECHES, FOR HANDWRITING EXERCISES, FOR SPELLING AND VOCABULARY PRACTICE, FOR RESEARCH ON THE AUTHOR AND BACK GROUND OF THE PIECE, FOR CHORAL READING, FOR AN ART POSTER, FOR OUTLINING, FOR DISCUSSION AND ANALYSIS, FOR ESSAY WRITING, FOR DEBATE, FOR TOPICAL WRITING, OR FOR AMUSEMENT BY REWRITING QUOTES, PROVERBS, OR FAMILIAR PASSAGES INTO "ELEVATED LANGUAGE"(REPLACING MAIN WORDS WITH MORE DIFFICULT SYNONYMS) TO SEE OF COURSEMATES CAN DECIPHER IT AND RECOGNIZE IT.

RESOURCES

1. PUZZLE PASTIME BOOKS CAN BE USED FOR INFORMATION RETRIEVAL EXERCISES. INSTEAD OF KNOWING THE ANSWERS FROM EXPERIENCE, STUDENTS WILL FIND OUT HOW TO FIND THE ANSWERS.

2/ Biegeleisen, J.I., Job Resumes, New York, Grosset & Dunlap, 1969.

3. Young, Jim and Jean, The Kids Money-Making Book, New York, Doubleday and Company, 1976.

4. Coyne, John, and Hebert, Tom, This Way Out, E.P. Dutton & Co, Inc., New York 1972.

5. The American School, 850 East 58th Street, Chicago, Illinois, 60637.

6. U. of New York Regents External Degree, 99 Washington Ave., Albany, NY 12230.

E DAY - ADDITIONAL ACTIVITIES

_____MAKE A LIST OF THINGS TO MEMORIZE. TRY TO RECITE YOUR LONGEST ONE IN FRONT OF THE CLASS.

_____MAKE A LIST OF FASCINATING TOPICS. PLAN HOW YOU MIGHT PRESENT ONE TO YOUR CLASS.

_____MAKE A LIST OF TOPICS THAT YOU COULD REPORT ON WITH LITTLE OR NO PREPARATION.

_____BRAINSTORM THE VARIOUS WAYS IN WHICH PEOPLE SHARE WHAT THEY KNOW OR CAN DO IN ORDER TO MAKE A LIVING.

_____CHOOSE AN AREA OF INTEREST OR SKILL THAT APPEALS TO YOU AND PLAN TO PRESENT IT, FIRST TO THE CLASS AND THEN TO AN OUTSIDE GROUP.

_____DO AT LEAST ONE OF THE FOLLOWING:

    ___PERFORM MUSICALLY AND GET PAID FOR IT
    ___WRITE A PAPER, ARTICLE, POEM, OR STORY AND GET IT PUBLISHED
    ___ENTER A CONTEST REQUIRING SOME SKILL OR TALENT
    ___SELL YOUR PHOTOGRAPHIC WORK
    ___PERFORM IN A PLAY OR SPEAK BEFORE A LARGE AUDIENCE.
    ___ORGANIZE A GROUP OF PEOPLE FOR SOME PURPOSE
    ___START A SMALL BUSINESS AND MAKE AN HONEST PROFIT.
    ___TEACH A SKILL FOR PAY.
    ___FIND AND FILL THE NEED FOR SOME WORTHWHILE COMMUNITY SERVICE.

_____CREATE STANDARDS FOR ANY WORK YOU DO THAT WILL BE SEEN BY THE PUBLIC. ALL WORK MUST MEET THESE BASIC STANDARDS.

    _____THE WORK MUST BE ORIGAINAL, CLEVER, INTERESTING, VARIED, AND APPEAL TO SEVERAL TYPES OF AUDIENCES.
    _____THE WORK MUST BE ORGANIZED ACCORDING TO SOME EASY-TO-FOLLOW OUTLINE.
    _____THE MATERIAL PRESENTED, OR THE TECHNIQUE USED MUST REFLECT ACCURACY, TRUTH, NEATNESS, ORDER, AND HIGH STANDARDS BASED ON ACADEMIC EXCELLENCE.

_____AS STUDENTS BECOME INVOLVED IN RISKING THEIR EGOS IN THE REAL WORLD, TIME MUST BE SET ASIDE TO DISCUSS THE INEVITABLE WITH REGARD TO TEMPORARY SETBACKS, REJECTION SLIPS, AND INITIAL FAILURES.

_____STUDENTS SHOULD BE EASED INTO PRESENTATIONS IN FRONT OF GROUPS OF VARYING SIZES. THEY SHOULD PRACTICE READING ALOUD IN FRONT OF THE WHOLE GROUP, CASUALLY SPEAKING ABOUT FAMILIAR SUBJECTS IN FRONT OF THE GROUP, THEN PREPARING A CLASS LESSON FOR AN EXTENDED PERIOD OF TIME, THEN PRACTICE EXTEMPORANEOUS SPEAKING, AND FINALLY PREPARE TO SPEAK BEFORE A "REAL WORLD" AUDIENCE OF STRANGERS. THE OI MUST MAKE TIME, AGAIN, TO DISCUSS THE COMMON FEARS PEOPLE HAVE IN DOING THESE THINGS AND GIVE SUGGESTIONS FOR OVERCOMING FEARS.

E DAY RESOURCES

FOR TOPIC: Almanacs
Encyclopedia
Girl Scout Handbook, New York, Girl Scouts of America, 1955. (Old edition has more badges than up-dated editions)
Hines, Frederick L., Scout Handbook, New Jersey, Boy Scouts of America, 1975.
Miles, Robert C., 101 Classroom Activities for the CBS NewS Almanac, New Jersey, Hammond Inc. 197? (WRITE: Hammond, Maplewood, New Jersey 07040)

SHARING: Copyright forms available from Library of Congress, Washington, DC, 20559. Address to Copyright Office. Pamphlets are available on how to copyright musical and literary works, etc.
Koester, Jand, and Adkins, Rose, eds. Writer's Market 7? * Cincinnati, Writer's Digest, 197_ (Updated yearly)
"How to Publish Community Information on an Impossibly Tight Budget",Phoenix, Do It Now Foundation, PO Box 5115, Phoenix, AZ 85010 - Pamplet by Vic Pawlak.
"Effeccive Promotion: A Guide to Low Cost Use of Media for Community Organizations" Do It Now Foundation (see address above) Pamphlet by Michelle Cauble.
TASK CARD INSTRUCTIONS - PRAGMATIX, PO Box 567, South Orange, New Jersey.

NOTES TO OI:

_____ON E-DAYS, STUDENTS SHOULD BE PREPARED TO SHARE PERSONAL INTERESTS IN WELL-ORGANIZED, PRE-PLANNED PRESENTATIONS OF INCREASING LENGTH.

_____STUDENTS SHOULD BE CONSTANTLY ADDING TO A BANK OF INTERESTING TOPICS FOR OTHER STUDENTS TO EXPLORE AND "SHARE".

_____IN GROUPS WHERE THE STUDENTS NEED A GREAT DEAL OF EXTRA INSTRUCTION IN "SHARING TECHNIQUES" (SPEAKING, ORGANIZING, WRITING, ETC.)THE OI SHOULD FEEL FREE TO PRESENT TOPICS OF HIS OWN AS MINI-LESSONS. THESE LESSONS MAY BE ON TOPICS RELATED TO THE CYCLE THEME OR THEY MAY BE ON ANY TOPICS AND USED AS ILLUSTRATONS OF VARIOUS TYPES OF SHARING TECHNIQUES.

_____IF STUDENTS ARE ADVANCED ENOUGH TO PLAN GUEST SPEAKERS OR EDUCATIONAL FIELD TRIPS,FOR THE GROUP,ON A TOPIC OF INTEREST TO THEM, THEY MIGHT USE E DAY ACTIVITIES TO PREP THE GROUP ON WHAT THEY WILL HEAR OR SEE, INCLUDING BACKGROUND INFORMATION, SPECIAL JARGON, MOTIVATIONAL THOUGHTS OR SPECIAL BEHAVIORAL INSTRUCTIONS, SUCH AS FIELD TRIP DETAILS, SAFETY PRECAUTIONS, ETIQUETTE, ETC.

F DAY-ADDITIONAL ACTIVITIES

REFERENCES:

1. Association for Experientiall Education, Box 4625, Denver, CO 80204.

2. Simpson, Benjy, Initiative Games, (Outward Bound Inc. National Office, 165 W. Putnam Ave., Greenwich, CT. 06830.

----STUDENTS SHOULD HAVE AS MANY GOOD, ACTIVE, MEMORY-MAKING EXPERIENCES TOGETHER AS A PEER GROUP AS POSSIBLE. THEY SHOULD LEARN THE TECHNIQUES OF HEALTHY, REFRESHING PLAY.

_____COMPILE A LIST OF NAMES, ADDRESSES, AND PHONE CONTACTS OF PLACES IN YOUR AREA WHERE YOU MIGHT GO FOR RECREATION.

_____SCOUT THE SHOOL AND COMMUNITY FOR A LIST OF ANNUAL ACTIVITIES THAT THEY SHOULD HAVE ON THEIR YEARLY CALANDAR OF SPECIAL EVENTS FOR RECREATION.

_____MAKE A LIST OF SPECIAL EVENTS THAT THE GROUP CAN CELEBRATE TOGETHER (BIRTHDAYS, HOLIDAYS, GROUP SPECIAL OCCASIONS)

_____MAKE A LIST OF AS MANY RECREATIONAL THINGS THAT YOU CAN THINK OF TO DO FOR FUN AS A GROUP.(DO NOT INCLUDE ANYTHING THAT IS PROVEN TO BE INJURIOUS TO YOUR MENTAL OR PHYSICAL HEALTH, AGAINST THE LAW, IMMORAL, OR HARMFUL OR HURTFUL TO OTHERS.)

_____MAKE A LIST OF RECREATIONAL ACTIVITIES FOR THE FOLLOWING:

A SCHOOL LUNCH PERIOD
A 27 HOUR PLANE FLIGHT
A YEAR IN JAIL
A BED-RIDDEN FRIEND
A FREE AFTERNOON IN EACH OF THE SEASONS
WHEN YOU'RE ALONE OR WITH DIFFERENT-SIZED GROUPS OF FRIENDS.

_____LEARN THE RULES FOR PROPER ETIQUETTE ON PUBLIC TRANSPORTATION, IN THE THEATRE, ON THE TENNIS COURT, ETC. PRACTICE WHAT YOU LEARN ON YOUR F DAY EXCURSIONS.

_____PREPARE A CHECKLIST FOR CONVENIENCE IN CONDUCTING EVENTS, ARRANGING FIELD TRIPS, AND "PACKING" FOR A DAY'S OUTING.

_____BECOME A RESOURCE FOR OTHER STUDENTS WHO ARE BORED AND WHO ARE LOOKING FOR HEALTHY, ACTIVE, SAFE WAYS TO SPEND THEIR FREE TIME.

_____START A FAD WITH MABLES, YO-YOs, SKATEBOARDS, JUMP ROPES, HULA-HOOPS, CHALK GAMES, BOARD GAMES, ROPE AND STRING GAMES. ETC. BY RE-INTRODUCING THEM TO YOUR PEER GROUP.

_____HAVE THE WHOLE GROUP PARTICIPATE IN A WALK-, DANCE, OR SKATE-A-THON.

_____PLAY INITIATIVE GAMES (SEE REFERENCE SECTION)

_____PLAY SIMON SAYS, GIANT STEPS, AND RED LIGHT GREEN LIGHT.

F DAY - ADDITIONAL ACTIVITIES

_____HAVE A SACK RACE.

_____TAKE A MYSTERY HIKE.

_____CREATE A MODIFIED OUTWARD BOUND COURSE FOR YOUR PLAYGROUND.

_____HAVE A YO-YO CONTEST.

_____VISIT A LOCAL "COFFEE HOUSE" WHERE NEW TALENT CAN AUDITION FOR FREE.

_____TAKE A HIKE TO A SPECIAL PLACE FOR A PICNIC.

_____GO TO A MUSEUM OF HOLOGRAPHY, A LASERIUM SHOW, AN EXPLORATORIUM

_____VISIT AN ETHNIC RESTAURANT FOR A SPECIAL MEAL.

_____HAVE A STARVATION BANQUET OR A SILENT MEAL.

_____GO ON A SCAVENGER HUNT OR A ROAD RALLY.

_____SEE A GOOD MOVIE TOGETHER AND DISCUSS IT OVER A PIZZA AFTERWARDS.

_____VISIT A NEARBY CITY FOR A WALKING TOUR, SHOW, MEAL, ETC.

_____CELEBRATE A LITTLE-KNOWN HOLIDAY.

_____CATALOG ALL THE RECREATIONAL AREAS AND CLUBS AVAILABLE TO YOU. GET TO KNOW THEM ALL.

_____HAVE AN EXERCISE SESSION.

_____HAVE AN ARM-WRESTLING CONTEST.

_____CELEBRATE CLASSMATES' BIRTHDAYS.

_____TIE THE WHOLE GROUP IN A BIG KNOT AND MAKE THEM GET OUT.

_____PLAY MONOPOLY, CHESS, CHECKERS, BACKGAMMON,SCRABBLE.

_____LEARN GAMES AND SPORTS PUPULAR IN OTHER PLACES.

_____RENT A RESORT FOR A WEEKEND.

_____GO CAROLLING.

_____GO BOWLING, ICE SKATING, SWIMMING, ROLLERSKATING, SKATEBOARDING, KITE FLYING, TO A MOTOCROSS RACE, SLEIGHRIDING, HORSEBACK RIDING, SKIING, JOGGING, SAILING, ROCK CLIMBING, SQUARE-DANCING, FOLK-DANCENG, GOLFING,

I DAY - ADDITIONAL ACTIVITIES

_____COLLECT QUOTES AND READINGS THAT CAN BE USED FOR DISCUSSION ON I DAY. STUDENTS COULD ALL READ THESE AND THEN TAKE TURNS COMMENTING ON THEM, EACH STUDENT COULD CHOOSE A QUOTE AND SPEAK ON IT FOR ONE TO TWO MINUTES AND THEN HAVE OTHER STUDENTS DEBATE WHAT HE SAID, OR STUDENTS COULD USE THE QUOTE OR READING TO EXPLAIN WHY THIS IS OR ISN'T TRUE ACCORDING TO THEIR EXPERIENCE, GIVING EXAMPLES OF EXPERIENCES TO ILLUSTRATE.

_____USE I DAY TIME TO PLAY VALUES GAMES TO GET TO KNOW COURSEMATES BETTER.

_____HAVE THE GROUP FORMULATE A "DEAR ABBY" BOX FOR THEIR SCHOOL, OFFICE, WORK GROUP, ETC. USE I DAY TIME TO BRAINSTORM ANSWERS TO THE PROBLEMS IN THE BOX. TAPE THE DISCUSSION AND MAKE THE TAPES AVAILABLE IN THE LIBRARY.

_____DO AN OPINION SURVEY IN THE SCHOOL OR WORK GROUP TO DISCOVER HOW OTHERS FEEL ABOUT CERTAIN CONTROVERSIAL TOPICS. USE I DAY TO DISCUSS THE RESPONSES. PUBLISH OR TAPE THE DISCUSSION OF OPINIONS.

_____STUDENTS MIGHT SUGGEST INSIGHTS THEY HAVE GAINED OR PROBLEMS THEY ARE FACING AS TOPICS FOR GROUP DISCUSSION. THE GROUP SHOULD BE SENSITIVE TO THE FACT THAT IT IS OFTEN DIFFICULT TO DISCUSS VERY IMPORTANT PERSONAL INSIGHTS AND PROBLEMS AND THEY SHOULD HANDLE THESE WITH CARE.

_____STUDENTS MIGHT USE I DAY DISCUSSIONS TO BECOME MORE ADEPT AT FORESEEING AND PREVENTING PROBLEM SITUATIONS. THE OI MIGHT DESCRIBE A POTENTIALLY DANGEROUS OR PROBLEM-PRODUCING BEHAVIOR. STUDENTS SHOULD BE ABLE TO PREDICT WHAT COULD HAPPEN, WHAT PARTICPANTS SHOULD DO TO AVOID TROUBLE AND HOW TO AVOID THE SITUATION IN THE FUTURE. THESE MIGHT INCLUDE SITUATIONS DEALING WITH SMALL CHILDREN, FINDING ONESELF IN UNFAMILIAR PLACES OR WITH UNKNOWN PEOPLE, PLANNING AN ACTIVITY ONE HAS NEVER PARTICIPATED IN BEFORE, FACING PEER GROUP PRESSURE, OR NEW SITUATIONS REQUIRING UNFAMILIAR BEHAVIOR.

_____I DAY DISCUSSIONS MAY BE USED TO PRACTICE CONVERSATION TECHNIQUES AND COURTESY.

NOTES TO THE OI:

_____I DAY IS AN INPUT ACTIVITY FOR INTROSPECTIVE THOUGHT, THE QUOTES, READINGS, AND DISCUSSION TOPICS ARE DESIGNED TO PASS ON TO STUDENTS THE WISDOM OF THE AGES AND TO GIVE THEM A CHANCE TO REFLECT ON AND SHARE THEIR OWN THOUGHTS.

_____I DAY DISCUSSIONS WILL BE A TIME FOR STUDENTS TO SIT DOWN AND PHILOSOPHIZE WITH EACH OTHER. DISCUSSION TOPICS MAY BE PROVIDED BY THE OI OR BY THE STUDENTS THEMSELVES. THESE MAY BE USED TO DEVELOP VERBAL ABILITY, ABILITY TO "THINK ON ONE'S FEET", OR TO STIMULATE THOUGHT FOR WRITING ASSIGNMENTS, JOURNAL ENTRIES OR PERSONAL GROWTH IN LIFESTYLING.

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_____ALL STUDENTS SHOULD PARTICIPATE IN I DAY DISCUSSIONS. THIS IS AN OPPORTUNITY, NOT ONLY TO PRACTICE VERBAL ABILITY, BUT TO GIVE THE STUDENTS A CHANCE TO EXPLORE NEW TOPICS AND VIEWPOINTS TO WHICH THEY MUST RESPOND WITH ON-THE-SPOT OPINIONS AND VIEWS. THIS SHOULD BE A TIME FOR THE PUTTING FORTH OF NEW IDEAS, THE PLAYING OF DEVIL'S ADVOCATE, AND THE TRYING OUT OF NEW PERSONAL OPINIONS JUST TO HEAR HOW THEY SOUND WHEN SAID ALOUD.

_____IF STUDENTS ARE TO BE CREDITED FOR PARTICIPATION IN I DAY DISCUSSIONS THE FOLLOWING CRITERIA MIGHT BE USED:

- WHO REALLY LISTENS AND WHO JUST WAITS TO TALK?
- IS THE "BREAKING IN" PROCEDURE COURTEOUS? DO STUDENTS RAISE THEIR HANDS, WAIT FOR A NATURAL PAUSE, TRY TO CONNECT WHAT THEY HAVE TO SAY WITH WHAT HAS JUST BEEN SAID TO SHOW THAT THEY ARE TRYING TO CARRY THE DISCUSSION ALONG SMOOTHLY?
- DOES ANYONE DOMINATE? ARE THE "GOOD TALKERS" LEARNING TO TURN TO THE NON-TALKERS TO ASK THEIR OPINIONS AND DRAW THEM IN?
- DO STUDENTS TRY TO TALK SLOWLY AND CLEARLY, CHOOSING ACCURATE WORDS AND GOOD VOCABULARY?
- CAN STUDENTS HOLD A TREND OF THOUGHT AND BUILD ON IT?
- CAN THEY DEFINE TERMS THAT THEY USE THAT MIGHT BE CONFUSING TO SOMEONE AND NOT GET BOGGED DOWN IN PROBLEMS OF SEMANTICS WITH THE RESULT THAT THE MAIN POINT IS LOST AND PEOPLE START TO LOSE INTEREST?
- CAN THEY STOP AND MAKE INTERMEDIARY SUMMARIES OF ARGUMENTS OR MAIN POINTS?

_____THE OI SHOULD HAVE THE POWER TO CALL A "CUT" AT ANY TIME IN THE DISCUSSION. AT THIS TIME, EVERYONE SHOULD STOP AND REFLECT, AND THEN DIVERT FROM A DEAD END LINE OF TALK, OR "EASE OFF" A TOPIC THAT IS GETTING TOO UNCOMFORTABLE OR CAUSING USELESS ARGUMENT, OR JUST START AGAIN ON NEW THOUGHTS OR TOPICS. THE OI MAY OR MAY NOT CHOOSE TO EXPLAIN THE REASON FOR THE "CUT". IF THE GROUP DOESN'T RESPOND OR UNDERSTAND WHAT TO DO AFTER A CUT, THE OI MAY REPEAT THE CUT UNTIL THEY DO, OR HE MAY EXPLAIN WHAT HE WANTS THE GROUP TO DO.

_____IF THE OI IS FAMILIAR WITH SOME OF THE GROUP INTERACTION TECHNIQUES MENTIONED HERE HE SHOULD TRY TO PASS THESE TECHNIQUES ON TO THE STUDENTS SO THAT THEY CAN USE THEM RIGHT AWAY. IF NOT, HE SHOULD ENCOURAGE THE STUDENTS TO STUDY AND BEGIN TO PRACTICE SOME OF THE TECHNIQUES SUCH AS FORMAL DEBATE, THE SOCRATIC METHOD, USE OF LOGIC, ETC.

_____THE VALUES GAMES MENTIONED ARE FROM

Simon, Sidney B., Howe, Leland W., and Kirschenbaum, Howard, Values Clarification, New York, Hart Publishing Co. 1972.

THE INITIATIVE GAMES ARE FROM A RESOURCE LISTED IN THE F DAY ACTIVITIES.

CREATIVE PROBLEM SOLVING MATERIALS ARE AVAILABLE FROM SEVERAL PUBLISHERS THAT SERVE THE PROGRAMS FOR GIFTED AND TALENTED STUDENTS. TRY

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J DAY - -EVALUATION - ADDITIONAL ACTIVITIES

TO THE INSTRUCTOR:

J DAY ACTIVITIES SHOULD MEASURE THE STUDENTS' PROGRESS INTHE COURSE. THE CODES ARE PROVIDED FOR YOUR OWN REFERENCE, ALTHOUGH YOU MAY WISH TO SHARE THESE WITH STUDENTS IF YOU PLAN TO USE THEM.

THE MAIN OBJECTIVE OF THE EVALUATION ACTIVITIES IS TO HAVE STUDENTS LEARN TO EVALUATE THEMSELVES AND TO LEARN WHICH OF THEIR ACTIVITIES AND CONTRIBUTIONS ARE WORTHY AND WORTHWHILE, BASED ON THEIR INDIVIDUAL POTENTIAL AND THEIR OWN GROWING AWARENESS OF WHAT THEY ARE CAPALBLE OF CONTRIBUTING, BASED ON THEIR TALENTS AND ABILITIES.

STUDENTS SHOULD BEGIN TO REALIZE THAT THE WORLD DOES NOT ALWAYS DEMAND ENOUGH OF THEM FOR THEIR OWN GOOD AND THAT TO BE FULLY SATISFIED IN LIFE THEY MUST DEMAND OF THEMSELVES. ON THE OTHER HAND, THEY MUST LEARN TO LIMIT THEMSELVES AND TO CAREFULLY SELECT THE ACTIVITIES TO WHICH THEY WILL GIVE THEIR TIME SO THAT THEY DO NOT BECOME OVERLY COMPULSIVE OR EXHAUSTED.

_____THE OI SHOULD DISCUSS WITH THE STUDENTS HOW THEY WILL BE GRADED. STUDENT MAY BE GIVEN A COPY OF THE CODES OR THEY MAY JUST BE TOLD THAT THEIR GRADE IS BASED ON HOW MUCH THEY CONTRIBUTE TO THE CLASS, WHAT THEY VOLUNTEER TO DO ON THEIR OWN, AND HOW WELL THEY COMPLETE THE TASKS SUGGESTED BY THE OI TO THE CREATION OF A BASIC OMNIOLOGY NOTEBOOK. J DAY-CYCLE 1 MAY BE USED TO DISCUSS WITH STUDENTS THE KINDS OF THINGS THEY CAN DO FOR COURSE CREDIT.

_____DURING THE SECOND CYCLE, THE OI MIGHT CHECK TO SEE THAT THE STUDENTS' NOTEBOOKS ARE IN ORDER, QUIZ THEM ON HOW WELL THEY HAVE MEMORIZED THE CYCLE THEMES, OR ASK THEM TO WRITE WHAT THEY HAVE LEARNED IN THE FIRST CYCLE. REMIND THEM THAT THEY ARE RESPONSIBLE FOR DEFENDING THE FACT THAT THEY HAVE LEARNED SOMETHING AND THAT THEY DESERVE A PASSING MARK FOR THE CYCLE.(EVENTUALLY STUDENTS SHOULD FIND THEMSELVES BEING MORE AWARE OF NEW INFORMATION DURING THE CYCLE, SO THAT THEY CAN WRITE IT DOWN AS PART OF THEIR EVALUATION.)

_____AS PART OF THEIR J DAY WORK, OIs MIGHT HAVE STUDENTS LIST A NUMBER OF GOOD QUESTIONS THAT HAVE OCCURED TO THEM DURING THE CYCLE. OIs CAN USE THIS AS A MEANS OF COMMUNICATION WITH STUDENTS. STUDENTS SHOULD HAND IN THE QUESTIONS ON LOOSE-LEAF WITH ROOM BETWEEN THE QUESTIONS FOR THE OI TO WRITE A BRIEF RESPONSE. THESE SHOULD BE MEANINGFUL AND THOUGHT-PROVOKING QUESTIONS. INFORMATION-TYPE QUESTIONS MIGHT BE ANSWERED WITH SUGGESTIONS AS TO WHERE TO RESEARCH THE ANSWER.

_____OIs MIGHT HAVE STUDENTS MAKE AN "ORAL DECLARATION" OF WHAT THEY LEARNED IN THE CYCLE. THIS WOULD TAKE A MATURE AND STABLE GROUP, BUT STUDENTS WOULD BE FORCED TO BE ORIGINAL AND TO PERSONALIZE THEIR RESPONSES. THE PEER GROUP WOULD KNOW IF THE STUDENT WERE "SHUCKIN' AND JIVIN'" IN HIS RESPONSES AND THIS WOULD FORCE STUDENTS TO TRY TO BE AS SINCERE AS POSSIBLE IN SELECTING LEARNING TO SHARE.

AS A J DAY EVALUATION, THE OI MAY WISH TO HAVE STUDENTS WRITE AN EXAMINATION IN ADDITION TO, OR AS A SUMMARY OF, WHAT THEY HAVE STORED IN THEIR J DAY SECTIONS OVER THE COURSE OF THE CYCLE. THIS MAY BE DONE IN SEVERAL WAYS.

1. ASSIGN THE LIST OF "QUESTIONS cycle Review" PROVIDED HERE TO HAVE STUDENTS REFLECT ON HOW THEY ARE MEETING THE OBLIGATIONS OF THE CYCLE CHORES. (SEE CYCLE 10)

2. ASSIGN STUDENTS TO WRITE ON THE "LIFE QUESTIONS" (SEE MMT COVERS) WHICH IS A SUMMARY OF THE MMT SERIES. (THIS MAY BE TOO DIFFICULT FOR STUDENTS WHO ARE LOCKED INTO ONE MAJOR GOAL AND CANNOT SEE HOW REPEATED ANSWERING OF THE LIFE QUESTIONS CAN LEAD THEM INTO "NEW WORLDS TO CONQUER")

3. THE OI SHOULD BEGIN TO COMPILE A LIST OF QUESTIONS THAT STUDENTS WILL ANSWER ON J DAY. THESE MAY BE ABOUT THE CYCLES, OR GENERAL QUESTIONS ABOUT LIFE, WORK, CONDUCT, ETC. (GRADE SKILL, NOT CONTENT)

4. YOU MAY MAKE UP AN ESSAY EXAM WHICH WOULD REFLECT WHAT YOU FEEL ARE THE MAJOR POINTS OF INFORMATION OR CONCEPTS THAT STUDENTS SHOULD HAVE ACQUIRED OVER THE CYCLE. IF YOU DO THIS, THE EXAM SHOULD BE OPEN-ENDED ENOUGH TO GIVE STUDENTS THE FREEDOM TO SHOW THAT THEY MAY HAVE REMEMBERED OR LEARNED SOMETHING THAT YOU DIDN'T QUITE PLAN ON OR THAT YOU DID NOT REMEMBER.

5. YOU MAY DECIDE TO TEST STUDENTS ON THE COURSE STRUCTURE AND THE LEARNING SKILLS YOU HOPE TO TEACH, LEAVING THE CONTENT UP TO THEM. FOR EXAMPLE, IF STUDENTS GAVE ORAL PRESENTATIONS, YOU MIGHT ASK THEM TO SUMMARIZE WHAT THEY SPOKE ABOUT TO SEE IF THEY REMEMBERED IT, OR YOU MIGHT ASK THEM TO SUMMARIZE PROCEDURES FOR PREPARING A "SPEAKING TOUR" PRESENTATION, OR TO DISCUSS WAYS OF DEALING WITH ANXIETIES WHEN SPEAKING BEFORE A GROUP, OR TO LIST RULES FOR AUDIENCE BEHAVIOR, OR CRITERIA FOR EVALUATING A SPEAKER. YOU MIGHT ALSO ASK QUESTIONS ABOUT OMNIOLOGY, THE COURSE, ITS PURPOSES AS THEY UNDERSTAND IT, THE MAJOR CATEGORIES TO BE CONSIDERED IN ADOPTING AN OMNIOLOGICAL LIFESTYLE, WHAT THEY'VE LEARNED ABOUT SELF, OTHERS, AND THE "WORLD," INCLUDING THEIR INSTRUCTOR, THEIR CLASSMATES, THEIR FAMILIES, ANY SIGNIFICANT OTHERS, THEIR JOBS, THEIR FUTURES, ETC.

6. QUESTIONS ON AN OI-PREPARED EXAM SHOULD ALSO GIVE STUDENTS A CHANCE TO PROVE THAT THEY QUALIFY TO RECEIVE CREDITS ACCORDING TO THE B AND A CODES.

7. THE OI MAY CHOOSE TO ELIMINATE THE J DAY ASSIGNMENT AS AN EVALUATION TOOL AND USE THIS DAY AS A WAY TO TEACH STUDENTS THE VARIOUS TESTING TECHNIQUES. EXAMS MIGHT BE CREATED THAT ARE IMPOSSIBLE TO FAIL, BUT THAT GIVE STUDENTS PRACTICE IN MULTIPLE CHOICE, OBJECTIVE TESTS, MANY-PART ESSAYS, IDENTIFICATIONS, MATCHING, SHORT-ESSAY ANSWERS, COMPLETE-SENTENCE ANSWERS, PERSONAL OPINION QUESTIONS, PERSONAL EVALUATION CHECKLISTS, RANK ORDERING, CONTINUUMS, ETC.

8. ONE VARIATION ON THE ABOVE IS TO CREATE A TEST WITH 10 OR 20 MULTIPLE CHOICE QUESTIONS. EACH QUESTION HAS THREE POSSIBLE ANSWERS WITH EACH ANSWER SHOWING GREATER DEPTH OF THOUGHT OR

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UNDERSTANDING THAN THE ONE BEFORE, SO THAT ANSWER "A" IS VERY SIMPLE AND OBJECTIVE, ANSWER "B" SHOWS MORE INSIGHT OR GREATER DEPTH OF THOUGHT, AND ANSWER "C" SHOWS STILL MORE UNDERSTANDING AND GREATER PERSPECTIVE. ALL A ANSWERS WOULD BE WORTH 3.5 ON A 20-QUESTION TEST, ALL B ANSWERS WOULD BE WORTH 4, AND ALL C ANSWERS WOULD BE WORTH 5. (ON A 10-QUESTION TEST, A ANSWERS WOULD BE 7, B,8 AND C,10.) THE LOWEST GRADE WOULD BE A 70 IF A STUDENTS CHOSE ALL THE OBVIOUS ANSWERS. THIS IS A VERY SUBJECTIVE TEST AND THE TECHNIQUE COULD NOT BE USED AFTER IT WAS EXPLAINED ONCE TO STUDENTS, BUT IT MIGHT BE AN INTERESTING "NON-TEST" USED FOR LATER DISCUSSION.

NOTE: OIs SHOULD STUDY THE ACCOMPANYING MATERIAL ON STUDENT EVALUATION. PAGES SM 54 - SM 59.

MMT - 1 - CLASS ACTIVITIES

GENERAL:

_____MMT WRITINGS SHOULD BE STORED IN CYCLE 1.(SEVERAL OF THE DIRECTIONS USE THE WORD "JOURNAL". YOU MAY STORE YOUR WRITINGS IN CYCLE 1, OR YOU MAY PREFER TO LEAVE JUST THE DIRECTION SHEETS IN CYCLE 1 AND STORE YOUR PERSONAL WRITINGS IN A SEPARATE JOURNAL OR DIARY OR NOTEBOOK.)

_____NOTES IN PARENTHESES THROUGHOUT THE MMT SECTION INDICATE SOURCES THAT THE AUTHOR HAS FOUND APPLICABLE. THERE IS A GREAT DEAL OF MATERIAL IN SCHOOL TEXTS AND LIBRARIES THAT MAY BE EQUAL OR SUPERIOR. TEACHERS, COUNSELORS, LIBRARIANS, AND THE STUDENTS THEMSELVES WILL BE VALUABLE RESOURCES.

_____AS PREPARATION FOR THE MMT SERIES, DISCUSS THE IDEA THAT, ASIDE FROM, OR SUPERIMPOSED UPON, THE DAY TO DAY CHORES OF OUR LIFESTYLE, OUR LIVES SEEM TO FOLLOW A DIRECTION OVER A LONG PERIOD OF TIME. WE SEEM TO BE LED INTO CERTAIN ACTIVITIES AND SITUATIONS AND CLOSED OUT FROM, OR STEERED AWAY FROM, OTHERS. PERHAPS THIS DIRECTION IS PREDETERMINED FOR US. PERHAPS WE DIRECT IT COMPLETELY BY OUR OWN DECISIONS. PERHAPS IT IS A COMBINATION OF THE TWO.

_____THE PURPOSE OF THE MMT SECTION IS TO HAVE STUDENTS LOOK AT THE DREAMS THAT, FOR SOME REASON, UNBEKNOWNST TO ANYONE, HAPPEN TO BE *THEIR* DREAMS. THEIR GOAL IS TO FIND SOME DREAM AND TO BEGIN TO MAKE IT EITHER COME TRUE, OR DISAPPEAR, SO THEY CAN GET ON WITH OTHER DREAMS.

MMT 1

_____HAVE STUDENTS LOOK FOR, READ, AND DISCUSS LITERATURE THAT DEPICTS LIFE AS A PATH, A ROAD, OR A RIVER. HAVE THEM LOOK FOR WISDOM IN USING THESE ANALOGIES. (*EL GUARDAGUJAS*, JUAN JOSE ARREOLA - ENGLISH TRANSLATION IN DUAL LANGUAGE SHORT STORY COLLECTIONS)

_____LOOK FOR SONGS OR RECORDINGS THAT DEPECT LIFE AS A ROAD OR PATH OR THAT SHOW THE UNIVERSALITY OF FEELINGS ABOUT THE LIFE PATH AHEAD AND HOW ONE SHOULD WALK IT. (*WHERE I'M BOUND*, *SWEET SURRENDER*)

_____LOOK FOR LITERATURE THAT DISCUSSES WHAT STUDENTS MIGHT CONSIDER TO BE WORTHY GOALS FOR THEIR LIVES. LOOK FOR LITERATURE ON BEING, AS WELL AS DOING, EXPERIENCING, AND HAVING. (*DESIDERATA*)

_____HAVE STUDENTS DO A MAZE. COMPARE LIFE TO A MAZE. HAVE STUDENTS OBSERVE HOW THEY SOLVE MAZES AND DISCUSS WHETHER THIS MIGHT GIVE THEM CLUES AS TO HOW TO MOVE THROUGH THEIR LIVES. (LOOK FOR SOME MAZES IN WHICH SOME OF THE SOLUTION, PARTS OF THE PATH, ARE VISIBLE AT FIRST GLANCE. USE THIS AS AN INTRO TO MMT 2 IN WHICH STUDENTS WILL EXAMINE THEIR PAST PATTERNS AS CLUES TO THEIR TOTAL GIFT.) OTHER MAZE-SOLVING TECHNIQUES MIGHT INCLUDE TRIAL AND ERROR, ELIMINATING OBVIOUSLY FALSE TURNS, MOVING ALONG ON INTUITION, ETC.

_____HAVE STUDENTS LOOK FOR LIFE GOALS OF FAMOUS AND NOT-SO-FAMOUS PEOPLE. HAVE THEM CONSIDER ALL THE MANY GOALS AND AMBITIONS THAT HAVE PRESENTED THEMSELVES TO PEOPLE. HAVE THEM OBSERVE PEOPLE WHO HAVE STRIVED AND PLANNED DURING AN ENTIRE LIFETIME TO FULFILL A GOAL. HAVE THEM ALSO LOOK FOR LIFESTYLES IN WHICH THE INDIVIDUAL LIVED LIFE FROM DAY TO DAY WITHOUT MAKING DELIBERATE PLANS, BUT ALSO ACCOMPLISHED GREAT THINGS FOR HIMSELF AND OTHERS.

_____HAVE STUDENTS DISCUSS IMAGES AND PRE-PACKAGED LIFESTYLES. HAVE THEM ANALYZE THE LIFESTYLES OF PEOPLE THEY ADMIRE. THEY SHOULD LEARN TO LOOK REALISTICALLY AT THE MORE "GLAMOUROUS" OR ATTRACTIVE LIFESTYLES AND REALIZE THAT ALL OF THEM HAVE THEIR POSITIVE AND NEGATIVE ASPECTS. HAVE THEM DISCUSS THE DANGER OF FORCING THEMSELVES INTO A PARTICULAR ROLE AND MISSING OUT ON THE UNIQUE LIFESTYLE FOR WHICH THEY WERE DESTINED.

_____HAVE STUDENTS LIST AND DESCRIBE DREAMS, GOALS, AMBITIONS, WISHES, ETC. THAT THEY THINK THEY MIGHT LIKE TO HAVE IN THEIR LIFE EXPERIENCE. TELL THEM THAT THEY WILL EVENTUALLY (IN THE COURSE) BE ASKED TO SELECT SEVERAL OF THESE GOALS AND GET STARTED ON THEM.

(USE THE ADDITIONAL SPACES IN THE MANUAL TO NOTE ACTIVITIES, STRATEGIES, TECHNIQUES, ETC. THAT YOU READ ABOUT, LEARN AT WORKSHOPS, OR RECEIVE FROM CO-WORKERS THAT FIT THE THEME ACTIVITIES.)

MMT - 2 --CLASS ACTIVITIES

_____CONSIDER THE FOLLOWING QUOTE FROM SELF-RELIANCE BY RALPH WALDO EMERSON. USE IT AS A REASON FOR EXPLORING YOUR PAST AS A CLUE TO YOUR FUTURE.

> Those facts, words, persons, which dwell in his memory without his being able to say why, remain because they have a relation to him not less real for being as yet unapprehended. A few anecdotes, a few traits of character, manners, faces, a few incidents, have an emphasis in your memory out of all proportion to their apparent significance if you measure them by the ordinary standards. They relate to your gift. Let them have their weight and do not reject them and cast about for illustration and facts more usual in literature. Respect them, for they have their own origin in deepest nature. What your heart thinks great is great. The soul's emphasis is always right.

_____DO AN INVENTORY OF YOUR BEHAVIOR. WHAT IMAGES DO YOU "TRY ON" FROM TIME TO TIME? HOW DO YOU WEAR YOUR HAIR? WHAT CLOTHING STYLES DO YOU LIKE? TO WHOM DO YOU SHOW YOUR GRADES AND WITH WHOM DO YOU SHARE YOUR ACCOMPLISHMENTS? WHAT THINGS DO YOU DO JUST BECAUSE EVERYONE ELSE IS? WHAT THINGS DO YOU DO THAT YOU DON'T TELL ANYONE ELSE ABOUT? WHAT DO OTHER PEOPLE THINK OF YOU? HOW DO OTHERS LABEL YOU AND YOUR FRIENDS?

_____CONSIDER AND DISCUSS THE INFLUENCES THAT HAVE AFFECTED YOUR LIFE. WHAT PEOPLE AND EVENTS DO YOU REMEMBER? WHAT HAVE BEEN THE POSITIVE AND NEGATIVE INFLUENCES? HOW HAVE BOTH SHAPED YOU INTO WHAT YOU ARE?

_____HOW HAVE FAMILY TRADITIONS AND HABITS INFLUENCED YOU? GIVE EXAMPLES OF THINGS THAT YOU ALWAYS THOUGHT WERE DONE IN ONE PARTICULAR WAY ONLY, UNTIL YOU VISITED A FRIENDS HOME OR WENT AWAY FROM HOME FOR A WHILE.

_____THINK OF WAYS THAT YOU WOULD DESCRIBE YOURSELF (STRONG, RESTLESS, QUIET, A FIGHTER, ETC.) AND THEN THINK OF TIMES WHEN YOU WERE EXACTLY THE OPPOSITE (WEAK, PEACEFUL, LOUD, PASSIVE, ETC.) HOW WOULD YOU REALLY DESCRIBE YOURSELF? WHAT ARE YOU REALLY LIKE?

_____SINCE FRIENDS ARE OFTEN REFLECTIONS OF OUR SELVES, THINK ABOUT HOW YOU CHOOSE YOUR FRIENDS AND WHAT KIND OF PEOPLE THEY ARE. WHAT RESPONSIBILITIES DO YOUR FRIENDS HAVE TOWARD YOU AND YOU TOWARD THEM? HOW DO YOU BEHAVE WHEN YOU'RE WITH YOUR FRIENDS? ARE YOU MORE LIKE YOUR OWN RELAXED SELF OR DO YOU BEHAVE IN A SPECIAL WAY TO PLEASE THEM OR NOT TO EMBARRASS THEM OR OUT OF RESPECT FOR THEM?

_____TAKE A STAND ON THINGS IN FRONT OF YOUR GROUP. DO AN ORAL AUTOBIOGRAPHY MAKE A LIST OF YOUR FAVORITE THINGS. DESCRIBE YOURSELF BY PERSONALITY AND APPEARANCE. SHARE YOUR THOUGHTS WITH THE GROUP.

_____VALUES GAMES ARE VALUABEE HERE.

_____HAVE STUDENTS WRITE A LETTER OF RECOMMENDATION FOR THEMSELVES AS THEY WOULD HAVE SOMEONE ELSE WRITE TO A POTENTIAL EMPLOYER, A JUDGE, OR THE ONE AT THE PEARLY GATES. HAVE THEM BE AS HONEST AS POSSIBLE ABOUT THEIR GOOD QUALITIES. WHERE THEY FIND THEMSELVES WANTING TO EXAGGERATE, HAVE THEM, TRY TO LIVE A LIFE IN KEEPING WITH THEIR EXAGGERATED QUALITIES.

_____HAVE STUDENTS COLLECT, GATHER, AND ORGANIZE ALL THE STUFF IN THEIR LIVES THAT SHOW A RECORD OF PAST INTERESTS AND ACCOMPLISHMENTS. HAVE THEM COMPILE YEARBOOKS, SCRAPBOOKS, ALBUMS, SLIDES, PHOTOS, AWARDS, TROPHIES, LETTERS OF COMMENDATION, NEWSPAPER ARTICLES, FAVORITE BOOKS AND MUSIC, PRIZED POSSESSIONS, ETC. HAVE THEM TRY TO "READ" THESE AS CLUES TO THEIR INTERESTS AND GIFTS.

_____HAVE STUDENTS THINK ABOUT AND WRITE DOWN NOTES TO THEMSELVES ON THE FOLLOWING TOPICS. HAVE THEM SEE IF THEY CAN NOTE TRENDS IN THEIR OWN INTEREST PATTERNS:

- THE 5 MAJOR HIGHLIGHTS OF THEIR LIFETIME.
- ALL THEIR MAJOR INTERESTS, PAST AND PRESENT, SUCH AS HOBBIES, RECREATIONAL PURSUITS, SPORTS, TALENTS, COLEECTIONS, JOBS, MONEY-MAKING SCHEMES, ORGANIZATIONS, ETC.
- BOOK TITLES THEY REMEMBER FROM THEIR ENTIRE LIFETIME.
- TITLES AND ARTISTS OF THEIR FAVORITE RECORDS OF ALL TIME.
- "MOST UNFORGETTABLE CHARACTERS" THEY'VE EVER MET.

_____HAVE STUDENTS INTERVIEW THEMSELVES WITH THE FOLLOWING QUESTIONS:

-HOW ARE THEY DIFFERENT FROM ANYONE ELSE?
- WHERE DO THEY SHOW EXTRA TALENTS OR ABILITIES?
- WHAT DO THEY BELIEVE ABOUT LIFE AFTER DEATH?
" " " " " HOW THE UNIVERSE WAS FORMED?
" " " " " BASIC HUMAN NATURE?
" " " " " THE POSSIBILITY OF LIFE ON OTHER WORLDS
- WHAT DO THEY BELIEVE THAT THEIR PAST IS TRYING TO TELL THEM?

MMT 3 - CLASS ACTIVITIES

_____GIVE STUDENTS TIME TO REFLECT ON THE THINGS THEY REALLY WANT TO EXPERIENCE IN LIFE. HELP THEM WORK THROUGH THE EXPERIENCES HIERARCHY.

_____DO VALUES EXERCISES THAT GIVE STUDENTS A CHANCE TO COMMIT THEMSELVES TO A FEW LIFE GOALS THAT THEY CAN GET EXCITED ABOUT AND STARTED ON RIGHT AWAY.

_____SHARE MUSIC AND READINGS THAT INSPIRE US TO GET AS MUCH OUT OF LIFE AS POSSIBLE

_____DISCUSS THE WAY IN WHICH WE SPEND OUR TIME AND ENERGY IS EVIDENCE OF WHAT WE VALUE IN LIFE AND IS A SILENT STATEMENT OF OUR VALUE SYSTEM AS INDIVIDUALS.

_____LOOK FOR PUBLISHED ACTIVITIES THAT HELP STUDENTS EXAMINE HOW THEY SPEND THEIR TIME AND HOW THEY WOULD LIKE TO OR FEEL THEY SHOULD SPEND THEIR TIME. HAVE THEM PLAN HOW THEY WILL FIT IN THE ACTIVITIES THEY WANT TO GET STARTED ON.

SM 45

MMT 4 CLASS ACTIVITIES

_____ LOOK FOR ARTICLES AND TALK SHOWS BY PEOPLE WHO ARE EXCELLING IN YOUR FIELD OF INTEREST. LISTEN TO THEIR SUGGESTIONS FOR GETTING STARTED ON DREAMS.

_____ LOOK FOR ARTICLES AND READINGS ON SELF-DISCIPLINE, TIME-MANAGEMENT, AND HOW TO GET THINGS DONE BETTER.

_____ EXAMINE YOUR OWN LEARNING AND WORK STYLE. TAKE TIME TO THINK AS WELL AS ACT IN TRYING TO FIND WAYS TO USE AND DEVELOP YOUR TALENTS FOR THE FULFILLMENT OF YOUR DREAMS.

_____ LOOK FOR TIPS ON HOW TO BE A BETTER STUDENT AND WORKER. USE WHAT YOU LEARN IN SCHOOL AND ON YOUR PART-TIME JOB AND IN THE WORK YOU DO FOR YOURSELF IN FULFILLING YOUR DREAMS.

_____ USE YOUR D DAY ACTIVITIES TO DEVELOP THE PARTICULAR SKILLS YOU NEED TO DEVELOP YOUR GIFT.

MMT 5 - CLASS ACTIVITIES

_____DISCUSS THE UNAVOIDABLE SNAGS THAT EVERYONE FACES IN TRYING TO MAKE AN IMPRESSION ON THE WORLD. FIND A SIMPLIFIED VERSION OF THE I CHING, THE BOOK OF CHANGES, FOR A GOOD SUMMARY OF THE TYPES OF SITUATIONS THAT FACE ACTIVE PEOPLE WHO ARE WORKING IN THE WORLD.

_____LOOK FOR MUSIC ON FEELINGS OF PEOPLE WHO ARE TRYING TO SURMOUNT THE WORLD TO FIND HIGHER PURPOSES.

NO ONE TO TALK MY TROUBLE TO
WHERE HAVE ALL THE AVERAGE PEOPLE GONE?
TEACH YOUR CHILDREN- CROSBY,STILLS,NASH,AND,YOUNG
RHYMES AND REASONS - JOHN DENVER

_____USE YOUR I DAY DISCUSSIONS TO VENT ANY PROBLEMS AND FRUSTRATIONS YOU MIGHT HAVE IN WORKING TOWARD FULFILLMENT OF YOUR DREAMS AND DEVELOPMENT OF YOUR GIFTS AND TALENTS. PLAN TO ADDRESS THE FOLLOWING COMMON PROBLEMS OF ACTIVE PEOPLE:

OPPOSITION
FAILURE
REJECTION
FEAR
DEPRESSION
DEFENSIVENESS

THOUGHTS OF SUICIDE
PEOPLE PLEASING
NOT SPEAKING UP
LACK OF CONFIDENCE
LACK OF FAITH IN GIFTS
WORLD DISTRACTIONS

YOUR AGE
YOUR PAST
YOUR FAMILY
YOUR FRIENDS
GETTING STARTED
LOSING MOTIVATION

REACHING ALL YOUR GOALS:::

SM 47

MMT 6 CLASS ACTIVITIES

_____PLAN TO SHARE YOUR PROGRESS ON THE AREA YOU HAVE CHOSEN TO DEVELOP AS YOUR GIFT OR TALENT OR INTEREST AREA.

_____USE YOUR E DAY TECHNIQUES AND TIME TO SHARE WITH YOUR GROUP.

_____MAKE AN ATTEMPT TO TAKE YOUR TALENT OR INTEREST TO THE OUTSIDE WORLD. AS YOU FULFILL YOUR OBLIGATIONS TO SPEND TIME WITH "WEIRD PEOPLE", BEGIN TO LOOK FOR PEOPLE WITH INTERESTS THAT COMPLEMENT YOURS. SEE IF YOU CAN FIND A WAY TO COLLABORATE WITH SOMEONE ELSE TO YOUR MUTUAL BENEFIT IN PURSUING YOUR TALENTS.

_____DISCUSS THE PROBLEM OF PURSUING GIFTS AND TALENTS THAT DO NOT "PAY WELL". THINK ABOUT THE WAYS IN WHICH ONE CAN DEVELOP GIFTS AND TALENTS AND STILL BE FINANCIALLY INDEPENDENT UNTIL ONE'S GIFT IS DEVELOPED SUFFICIENTLY TO BE LUCRATIVE ENOUGH TO LIVE ON.

_____DISCUSS THE POSSIBILITY OF DEVELOPING TWO SETS OF GIFTS- ONE THAT WILL ENABLE ONE TO MAKE ENOUGH MONEY IN AS LITTLE TIME AS POSSIBLE SO AS TO FREE ONE TO USE THE REMAINING TIME TO PURSUE AND DEVELOP THE OTHER.

MMT 7 CLASS ACTIVITIES

_____GET TO KNOW ALL THE PEOPLE IN YOUR GROUP AND BECOME ACQUAINTED WITH THEIR TALENTS AND INTERESTS.

_____MAKE A DELIBERATE EFFORT TO BE ON THE LOOKOUT FOR ARTICLES, SHOWS, EVENTS, INFORMATION, ETC. THAT RELATE TO THE TALENTS OF OTHERS. BEGIN A MUTUAL AID GROUP IN HELPING EVERYONE GET STARTED ON AND MAKE PROGRESS IN DEVELOPING THEIR TALENTS.

_____LOOK FOR OTHERS WHO ARE NOT IN YOUR GROUP WHO ARE HAVING DIFFICULTY BECAUSE THEY ARE DIFFERENT, TALENTED, STRIVING FOR NON-POPULAR GOALS, ETC. TRY TO BRING THEM INTO YOUR CIRCLE.

_____DO A PUBLIC RELATIONS CAMPAIGN TO PUBLICIZE THE TALENTS AND INTERESTS OF PEOPLE WHOM OTHER PEOPLE DON'T USUALLY UNDERSTAND AND THEREFORE DON'T USUALLY ACCEPT AND APPRECIATE.

_____DISCUSS WAYS OF MAKING PEACE WITH PEOPLE WHO LOVE YOU WHO DON'T ALWAYS UNDERSTAND YOUR UNIQUE TALENTS AND AMBITIONS.

_____DISCUSS THE PROBLEMS OF JEALOUSY AND FEAR AS THEY APPEAR IN OTHERS WHO DO NOT UNDERSTAND PEOPLE WHO ARE DEVELOPING GIFTS AND TALENTS.

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MMT 8 CLASS ACTIVITIES

_____LOOK FOR WAYS TO USE THE THINGS YOU ARE LEARNING THROUGH YOUR GIFT TO MORE FULLY ENJOY YOUR FREE TIME, YOUR WORLD, AND YOUR LIFE.

_____SHARE THE WAYS IN WHICH YOUR PARTICULAR VIEWPOINT (DEVELOPED THROUGH YOUR INTEREST AREA) GIVES YOU A UNIQUE AND NOVEL OUTLOOK ON LIFE. SHOW OTHERS HOW THE EYES OF AN ARTIST, THE EARS OF A MUSICIAN, THE LISTENING SKILLS OF A COUNSELOR, THE PERCEPTIONS OF A COMEDIAN, THE THOUGHTS OF A WRITER, MAKE THE WORLD A FASCINTATING PLACE TO BE, AS YOU LEARN ABOUT OTHER WORLDS, SHARE YOUR NEW VIEWPOINTS.

_____NO MATTER HOW ENJOYABLE THE DEVELOPMENTS OF YOUR TALENTS AND ABILITIES, REMEMBER TO TAKE A BREAK FROM THEM ONCE IN A WHILE AND TO SHARE IN THE TALENTS AND INTERESTS OF OTHERS. YOU MAY FIND THAT THIS TYPE OF RECREATION ENHANCES AND ADDS TO YOUR OWN INTERESTS AND ABILITIES.

_____FIND WAYS TO "HOOK" OTHERS ON YOUR GIFT AREA. SHOW OTHERS HOW YOUR GIFT OR TALENT CAN BE USED FOR RECREATION OR DIVERSION. YOU MAY HAVE TO BE PERSUASIVE, CREATIVE, PERSISTANT AND PATIENT. FOR SOME REASON, MANY PEOPLE LOSE THEIR NATURAL CURIOSITY AND ENTHUSIASM FOR LEARNING NEW THINGS SHORTLY AFTER LEAVING CHILDHOOD.

MMT 9 CLASS ACTIVITIES

_____CONSIDER THE PRESSURE IMPOSED ON INDIVIDUALS TRYING TO LEAD A UNIQUE LIFESTYLE TO RELAX THEIR STANDARDS AND CONFORM TO A MORE ORDINARY MOLD. CONSIDER THE DIFFICULTY OF TRYING TO FOLLOW ONE'S PATH AND TO FORMULATE ONE'S IDENTITY IN THE FACE OF PRESSURES, LONELINESS, AND EVEN RIDICULE.

_____TAKE TIME TO RE-EVALUATE AND BRING UP-TO-DATE YOUR OWN PHILOSOPHIES, GOALS, AMBITIONS, VALUES, ETC. SO THAT YOU WILL REFLECT YOUR MOST UP-TO-DATE SELF AS YOU REACH OUT IN SEARCH OF MIND PEERS.

_____BEGIN TO LOOK FOR MIND PEERS. YOU MAY BE LUCKY ENOUGH TO FIND THEM IN YOUR IMMEDIATE WORLD, BUT YOU MAY HAVE TO SEARCH THROUGH TIME AND SPACE, READING THE GREAT LITERATURE, LISTENING TO MUSIC, APPRECIATING ARTISTIC EXPRESSIONS, LOOKING FOR HEROES IN YOUR FIELD OF ENDEAVOR, ETC.

_____YOU MUST FIND AT LEAST ONE MIND PEER IN YOUR IMMEDIATE WORLD. ONCE YOU HAVE DONE SO, PLAN TO SPEND TIME WITH THAT PERSON AS OFTEN AS YOU BOTH HAVE TIME. BOTH OF YOUR SURVIVALS ON EARTH MAY DEPEND ON THIS LINK.

_____BEGIN ALSO TO LOOK FOR MENTORS AND MIND WARDS. MENTORS ARE YOUR MIND PEERS WITH GREATER EXPERIENCE WHO OFFER YOU NEW WISDOM AND ENCOURAGEMENT BEYOND YOUR EXPERIENCE. MIND PEERS ARE THOSE WHO ARE STRIVING TO FOLLOW A PATH SIMILAR TO YOURS WHO SHOW A DESIRE TO LEARN FROM YOUR EXPERIENCE.

_____BEGIN TO TRY TO SEE YOUR PLACE WITH ALL THE PEOPLE IN THIS EARTHSIDE EXPERIENCE. REALIZE THAT ALL OF US ARE EXACTLY THE SAME IN THAT WE ARE ALL EQUALLY UNIQUE. YOU MUST COME TO FEEL YHAT YOU HAVE A RIGHT TO BE HERE AND THAT EARTH IS YOUR PERSONAL HOME, AT LEAST FOR THE TIME BEING.

_____(SEE CYCLE 9 BASIC TASKS AND CLASS ACTIVITIES)

MMT 10 CLASS ACTIVITIES

_____READ THE PAPER ON "WAITING IS"AND "SURFACING".

_____DISCUSS THE PROBLEM OF DEALING WITH DRY PERIODS AND BOREDOM WHEN INSPIRATION FAILS TO COME AND AMBITION LEAVESYOU. ALSO DISCUSS THE PROBLEM OF DEALING WITH TIMES WHEN SO MANY IDEAS COME AT ONCE THAT IT'S DIFFICULT TO RELAX. DISCUSS STRESS IN BOTH EXTREMES.

_____THINK OF WAYS TO RELAX DURING PERIODS OF WAITING IS.LOOK FOR WAYS TO COUNTERACT BOREDOM.GO BACK AND SIMPLIFY YOUR LIFESTYLE IN PREPARATION FOR NEW DIRECTIONS.

_____MAKE A DELIBERATE EFFORT TO FIND AND FOLLOW SOME NEW DIRECTION OR ACTIVITY IN YOUR LIFE. SET NEW GOALS AND SET OUT TO EXPLORE NEW PATHS. THIS ACCOMPLISHES TWO THINGS: EITHER YOU WILL KEEP YOURSELF HEALTHFULLY ACTIVE WHILE AWAITING YOUR NEXT DESTINATION ON THE ROAD OF LIFE OR YOU WILL REALIZE THAT YOUR CHOSEN ACTIVITY WAS THE VERY NEXT STEP YOU NEEDED TO PROCEED DOWN A TOTALLY NEW PATHWAYS.

_____WATCH FOR OPPORTUNITIES TO SURFACE. IF YOU SENSE THAT IT'S TIME FOR A CHANGE, BEGIN TO CHART YOUR THINKING AND YOUR CHANGES IN INTEREST AS YOU ENTERED YOUR CURRENT PERIOD OF "WAITING IS." EXPLORE YOUR PAST PATTERNS OF INTERESTS AND ACTIVITIES TO SEE WHICH ONES GREW OUT OF WHICH OTHERS. THEN SPECULATE AS TO WHERE TODAY'S INTERESTS MIGHT COMBINE AND FORM NEW INTERESTS FOR THE FUTURE.

_____AFTER YOU HAVE RE-EVALUATED THE THINGS THAT HAVE BEEN OCCUPYING A PRIME PLACE IN YOUR LIFE, LOOK FOR THE THING THAT WILL BECOME THE NEW TOP PRIORITY. AS SOON AS IT IS OBVIOUS, BEGIN TO REORGANIZE YOUR LIFESTYLE AROUND IT, PUTTING EVERYTHING BACK INTO BALANCE, BUT IN LIGHT OF THIS NEW PERSPECTIVE.

TO: THE ADMINISTRATOR
RE: THE COURSE INSTRUCTOR

No one should be coerced into instructing students in this program if he or she does not see its value and importance.

The opportunity to instruct students through this program should be a treat for the instructor. It should be an opportunity for someone who sees the importance of its content and can get enthusiastic about being able to make it available to students.

The instructor should be someone who is interested in learning about many things and who is proficient in "learning to learn" skills. The instructor need not "know everything", but he must not feel threatened about being able to admit that to students and, more importantly, he must be able to convey to students that the ability to find an answer and to pursue the solution to a problem is as valuable as having a storehouse of instant knowledge.

The instructor should be someone who has, in the past, deliberately set out to experience many things in life and who, at whatever age, is still excited by new ideas and the prospect of new experiences.

The instructor must be someone who realizes that, although teachers teach best by example, that young people do not learn from the experiences of their elders, and that they must be put in positions where they can test their own limits and see things from their own, unique perspectives.

The instructor must also be someone who realizes the need for structure in the classroom. This course is designed to be academically demanding. If students are to roam free in their thoughts and interest areas, they must experience stability and discipline in some other aspect of their learning routine.

The instructor must be someone who can go out into the community and plan field trips, speakers, mentor systems, outdoor activities, and a variety of other learning experiences which are often curtailed or discouraged by the daily routine of a school. The instructor's requests for co-operation in planning special activities and projects must be recognized and honored. Therefore, the instructor must be someone who is willing to put in this effert as well as someone who can work within the guidelines, or the necessary confines, of school policy.

Most important of all, the instructor must be someone who can get students excited about taking charge of their own lives and who can give them confidence and support to find out how to do things on their own. At the same time, the instructor must be someone who has the respect and confidence of the parents and the community so that students will grow in a total support environment and not find themselves being encouraged by their instructors contrary to the values of their parents.

TO: THE INSTRUCTOR
RE: PHILOSOPHY

This course is, essentially, a philosophy of living. It is possible that a potential instructor might not adhere to the philosophy upon which the course is based. In such case, it is important that you, as a potential instructor, review the elements of the course, expecially the MMT sheets, to determine whether you can teach the course comfortably.

Some basic premises upon which the course is based are the following:

- every person has a gift or talent which he should seek to develop.
- Life is a path and we can search for our best future by examining the events of our past, by observing and knowing ourselves.
- No one knows whether or not there is a plan to the life experience, but it may be easier to believe that there is and then to try to find our own unique, exciting place in it.
- We are happier and more productive in an environment which we feel is organized according to some kind of order that we can establish and control.
- When we have met our obligations to ourselves and others, we should feel free to pursue activities which will lead to the development of Self.
- There must be a balance of work and play, obligation and recreation, contemplation and imagination, in our daily experience.
- Young people must be taught to handle all aspects of their lives, and they must be aware, before they are given total responsibility for themselves, exactly what that responsibility will consist of.

You are being given an outline and a bank of suggestions with which to teach a 40-week course. You will have to, obviously, supplement the materials contained herein. The original course materials were contained in three jumbo-width loose-leaf notebooks. They were magazine articles, quotes, notes, and clippings from years worth of listening, living, and reading. Students will be required to contribute to the course in order to receive credit. However, the wise instructor will familiariae himself with the course topics and activities and begin as soon as possible to file away thoughts, questions, addresses, pamplets, topics, etc. to be used to supplement student contributions. You are expected to draw on your own experiences, interests, and philosophies to serve as an example of the types and categories of items that students shauld focus on.

The supreme purpose of the teacher is to show students, using the outline plus his personal experience for example, how to focus on the facts, words, persons, etc. of his own life to find continued new meaning and direction for his own existence. As you know, we teach best by example. If we wish our students to be lifetime learners, we must demonstrate that we are constantly learning, trying new things, making mistakes, failing, trying again, failing again, and maybe eventually moving on - but always having learned something and having in mind something new to learn.

When a teacher and/or his students shall have completed the details of this course for himself, he will have his own personalized textbook. This textbook will be studied, extended, purged, and revised as each author sees and seeks new directions.

STUDENT EVALUATION

OIs will evaluate students primarily on the organization of their notebooks, on their contributions in class, on their enthusiasm and productivity in interest areas of their own choosing, and with consideration toward the student's own estimation of credit-worthy achievements as recorded weekly in his J day section.

The OI may decide to design a "report card", with the various course objectives he intends to use, as a communication technique with students and parents, or he may devise a way to calculate a grade, based on points awarded or subtracted, on the basis of student behavior based on the Codes.

The Omniology Codes, which are included here, were designed in an attempt to provide guidelines for OIs who had the task of assigning number or letter grades for students' work in Omniology. Whereas the OI could always assign number or letter grades to various assignments to be completed by all course members, it was hoped that by using the criteria in the A and B codes, an OI might be able to, at last, give credit to students for things that were not required but that were a result of the student's using his own motivation initiative, self-discipline, and understanding of the expected behavior of a "lifetime learner". The C and D codes were designed because of a need to isolate the specific behaviors that were preventing some students from functioning in a traditional classroom setting. It should be noted that in some, if not all, public schools, it is illegal to base any part of a student's grade on the types of behaviors indicated in the C and D codes which follow. However, for students in certain institutions and special educational settings, this list might be useful in helping an OI assist a student to focus upon and correct certain negative behaviors and attitudes.

The OI should feel free to alter the codes in any way he sees fit to meet the needs of his students, to make these codes more specific, or to eliminate their use entirely. If the OI decides to use the codes, it should be noted that they align with the objectives of the various parts of the course and that they are in an ascending order, with the D codes being the the most basic behaviors required of students and the A codes being the most sophisticated behaviors expected of learners. The creative instructor may find a way of suggesting to students certain tasks and projects which would give the students practice in the various competencies suggested by the A and B Codes. As students completed various tasks on their own initiative or as they demonstrated certain attitudes and behaviors of learners, as indicated bythe Codes, they might be awarded various points depending on the quantity, quality, and code level(A or B) of their "work". Again, use of the codes or the manner in which they are used is completely optional and at the discretion of the individual OI.

In any case, the OI must make his best judgment of a student's work in the course on the basis of what he feels the student has accomplished as a result of the course. This "grading" may be quite subjective, but it should be realized that such evaluation is a great responsibility on the part of the OI. Every child is different and each has a special gift. Few, if any of us, are qualified to judge the unique talents of even a single individual, let alone the special gifts of, perhaps, thirty young people in a given class It is our task to expose a child to as many worlds of thought and activity as possible, yet none of us would want to have been the one to have distracted one of the great geniuses of all time with our worthless trivia!

It is hoped that the Omniology student will be a motivated and enthusiastic learner to begin with and that the course will give him a chance to develop his skills and to pursue his personal interests in a variety of ways. At the very least, the Omniology student should be in such a position that it is important to him that he perform well in the course and that he favorably impress his OI with his interest in at least "trying" to meet the demands, objectives, and spirit of the course. The course should be conducted in such a way that the student is required to be an active learner in order to receive any credit, although, as indicated in the Codes, credit may be earned in a wide variety of ways that should meet the educational and lifetime learning needs of all students in the course.

BELOW IS AN ATTEMPT TO TRANSLATE THE CODES, WHICH FOLLOW, INTO A GRADING SYSTEM. THE ULTIMATE GOAL OF THE COURSE IS TO HAVE STUDENTS WORKING PRIMARILY IN THE A CODES BY THE 4TH QUARTER AT THE LATEST.

STUDENTS WORKING IN THE D CODES ARE CONSIDERED "NOT YET"SCHOOL BROKE"
" " " " C CODES ARE BASICALLY BEHAVED AND LISTENING
" " " " B CODES ARE PRODUCING WORK AS ASSIGNED
" " " " A CODES ARE SELF-DISCIPLINED & SELF-MOTIVATED

IF A STUDENT IS WORKING PRIMARILY IN ONE CODE DURING EACH ______ QUARTER, HE WOULD RECEIVE THE FOLLOWING GRADES EACH QUARTER

CODE ***	1st QUARTER	2nd QUARTER	3rd QUARTER	4th QUARTER
D	65	60	60	60
C	70-80	65-75	60	60
B	80-90	75-85	65-90	65-85
A	90+	90+	90+	90+

***READ AS: A STUDENT WORKING IN THE D CODES MIGHT GET A 65 FIRST QUERTER, BUT IF HE DOES NOT MAKE PROGRESS WILL GET 60s THEREAFTER.

A STUDENT STARTING THE YEAR IN THE C CODES WILL RECEIVE A 70-80 FOR GOOD BEHAVIOR, BUT IF HE DOESN"T START TO PRODUCE BY SECOND QUARTER, HIS GRADE WILL DROP, AND EVENTUALLY A LACK OF ACADEMIC PRODUCTIVITY WILL CAUSE HIM TO FAIL.

A STUDENT WHO FOLLOWS DIRECTIONS AND PRODUCES ACCORDING TO WHAT IS REQUIRED CAN RECEIVE GOOD GRADES THROUGHOUT THE COURSE, BUT HE WILL NEVER RECEIVE 90+ IF HE DOESN"T BEGIN TO SELF-MOTIVATE AND SELF-DIRECT IN CLASSWORK AND PERSONAL ACHIEVEMENT.

A STUDENT WORKING IN THE A CODES THROUGHOUT THE YEAR SHOULD RECEIVE GRADES IN THE 90s WITH THE 10-POINT SPREAD USED TO REWARD EACH QUARTERS PRODUCTIVITY . FOR THESE STUDENTS, ANECDOTAL RECORDS SHOULD BE KEPT OF SPECIFIC ATTITUDES AND BEHAVIORS THAT SHOW EXCELLENCE IN ACADEMICS AND "LIFETIME LEARNER" BEHAVIOR.

OMNIOLOGY CODES (INTELLECTUAL THRILL)

A CODES

31-CONNECTIONS - Looks for insights and intellectual enlightenment. Shares new understandings and "Nung!" discoveries. Shows a sense of wonder and an active curiosity. Looks for meaning in life and learning, and associates the two.

32-MIND FLIPS - Enjoys originality and is intrigued with a new idea. Enjoys watching the mind work in new ways, especially his own.

33-GOOD EVALUATIONS-Keeps a record of thoughts, questions, problems to be solved, "neat things" discovered, etc. as a self-evaluation of learning. Is able to summarize what is learned cycle-to-cycle.

34-PROJECT MANAGEMENT - Gets involved in self-motivated, long-term projects involving use of learning-to-learn skills. Shows desire to know in depth about several things.

35-SELF-HYPE-Shows self-confidence in being able to learn anything he wants to. Sees tests as a self-challenge and cheating as a ridiculous waste of time. Not afraid of being awkward when doing something for the first time.

36-CULTURE-FREE - Is able to see various sides of an issue without emotional attachment to one. Shows tolerance for new ideas, procedures, beliefs, points of view, security-shaking opinions, etc. Approaches conflict with logic and confidence

37-SURVIVAL-Shows ability to read to learn vital information, understands freedom and responsibility, can make and manage money, can maintain good physical and mental health.

38-EXCELLENCE - Realizes need for order and high standards. Is working toward self-perfection and self-discipline without being a "compulsive perfectionist" or critical of others.

39-CURIOSITY - Follows up answers to questions raised in class. Has a fairly constant interest flow and makes up questions for himself to answer. Looks for problems to solve.

40-LEISURE TIME FILLERS - Understands the need for anti-boredom techniques and looks for and shares constructive leisure time activities. Sees learning as recreation but avoids work-aholism.

These are the highest level codes and indicate the achievements of a self-motivated "lifetime learner". The OI should be on the lookout for student behaviors that demonstrate the above. Students should not be allowed to bargain for credits based on the above, however. This list is for the OI although students might be made aware of desireable behaviors. Students can evaluate themselves in their J-day sections.

OMNIOLOGY CODES (ACADEMIC SKILLS)

B CODES

21-GOOD QUESTIONS - Not afraid to admit ignorance on a subject. Can formulate questions on subjects about which nothing is known. Doesn't waste time with questions to which he can easily look up the answer.

22- SPEAKING TOUR- Can speak before a group. Gives reports, opinions, explanations, ad libs, and can field questions non-defensively. Can admit ignorance on a topic before a group, but is prepared well before speaking.

23-ASSIGNED HOMEWORK- Completes assignments and tasks to be done out of class in a specific time limit and with high quality.

24- SELF-ASSIGNED HOMEWORK- Self-assigns a variety of projects and tasks. Desires to learn new skills and find out about many subjects. Does quantity and quality work without being pushed or haggling for extra credit.

25- CARRY OVER - Shows awareness of using skills and knowledge gained in other courses to apply to new work being done for Omniology. Shows command of all basic learning skills and content areas.

26- HIGH QUALITY WORK - Tries to to all work neatly, accurately, thoroughly, efficiently, and in a well-organized manner. Sees the connection between high quality work and money-making ability in many fields. Gets satisfaction from a job well done.

27- GOOD TIME MANAGEMENT- Can follow directions independently and, given a block of time to work with, can fill it with assigned work or an appropriate time-filler without disturbing others.

28- GOOD CONVERSATION- Speaks to students and teachers about topics related to learning, class lessons, positive recreation, happy personal experiences, and good ideas. Uses humor in a constructive way to keep up morale.

29- GOOD AUDIENCE BEHAVIOR - Tries to act interested in other students' presentation even if he isn't. Shows consideration for all speakers and visitors by appearing interested, asking good questions, taking notes, etc.

30- TAKES CRITICISM- Accepts constructive criticism, correction, reprimand, discipline, or punishmant without unnecessary defensiveness, argument, or bad attitude. Realizes the importance of following the rules and asks for advice if unsure of correct behavior.

These are the basic standards for good student behavior. OIs should require this behavior from all students but be sure to reward and comment on it as additional reinforcement for younger or weaker students who may not have completely internalized it.

OMNIOLOGY CODES (ATTITUDES)

C CODES

11- SETTLING - Settles down immediately to the work or discussion at hand. Can easily make the transition from an active activity to a quiet activity.

12- PEER RESPECT - Speaks politely and courteously to other students. Knows how to joke and build comraderie without "chopping" or embarrassing others. Is sensitive to the feelings of others without being overly protective of each other.

13- POLITE TALK - Avoids conversation related to drugs, sex, crime, excretory functions, and use of profanity for lack of anything else to talk about.

14- SOCIALIZED - Does not demand immediate attention for questions and comments. Can listen to other students in class discussion without losing interest or interrupting. Can wait if not called on immediately.

15- ADULT DISTANCE - Treats adults differently than peers. Shows respec for age and/or experience. Does not ask personal questions of the teacher during class time (unless this is invited) and does not seek a special relationship with the teacher to show himself favored over the other students.

16- "OUT OF ORDER" - Does not ask irrelevent questions or make irrelevent comments that interrupt the flow of a lesson or discussion..

17- "COFFEE BREAKS" - Does not ask to be excused from group activities to run errands, use the phone, go to the nurse, the lav, a counselor or teacher, except in real emergencies.

18-GOOD ATTITUDE - Tries to get along with the teacher and other students even when he is having a 'bad day'. Talks out problems rather than saying things like "the class is boring" or "this is dumb, stupid, "beat", etc. Tries to make the best of suggested activities rather than "putting a damper on" suggestions designed to motivate group interest.

19-SCHOOL ETIQUETTE- Does not comb hair in class, chew gum conspicuously, act rudely in fromt of classroom visitors, etc.

20-ENERGETIC - Participates in class activities with the group, asks questions, originates projects and activities, makes an effort to be actively and positively involved.

These are basic requirements for a pleasant group experience. Violation of these codes should be punished until the behavior is changed. However, all students should be made aware of their positive use of these codes and be praised and rewarded for maintaining these standards in difficult situation

OMNIOLOGY CODES (BASICS)

D CODES

1- PUNCTUALITY - Comes to class on time.

2-PREPARED - Has everything needed to participate in day's work.

3-POSTURE - Sits up straight, feet on floor, facing speakers. Alert and receptive body position.

4-NO WANDERING - Doesn't get up and wander around at inappropriate points in the lesson.

5-NO BABBLING - Doesn't talk to other students while OI is talking to the group. Doesn't call out without being called on (unless this is permitted for flow of discussions,etc.)

6-ATTENTIVE - Doesn't daydream during group activity. Does assigned work during time assigned for it.

7-RESPECT FOR PROPERTY - Doesn't write on desks, destroy or deface books, deliberately litter, etc.

8-RESPONDS - Obeys the first time. Follows through a directive even if the teacher appears to forget about it. Doesn't wheedle or bargain for a change in instructions or punishment, doesn't ignore people when they speak to him.

9-ACCEPTS PUNISHMENT - Doesn't talk back when punished.Follows through on the details of the punishment. Seeks to understand and correct unacceptable behavior.

10-ATTENDANCE - Appears for class and does not look for legal or illegal ways to avoid class attendance.

These are important behaviors that need monitoring.Violation of these codes leads to more complicated violations of natural and man-made laws that will lead the student to serious trouble in the adult world. Violations must be punished until corrected.Students do not need to be rewarded for following these codes. Adherence to these rules goes without saying. However, a student who has serious problems in this area should be supported in his attempts to reform his own behavior.